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Sub-Chapters 1 through 24 Reserved

Sub-Chapter 25

General Provisions

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and performance standards shall be used by school districts to develop local curriculum and assessment in all the content areas including: communication arts (reading, literature, writing, speaking and listening, and media literacy); arts; health enhancement; library media; mathematics; science; social studies; technology; world languages; workplace competencies; and career and vocational/technical education. The K-12 content standards describe what students shall know, understand and be able to do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. Progress toward meeting these standards is measured at three points along that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards define the quality of student performance and describe the performance to be demonstrated. Performance level descriptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient, nearing proficiency, and novice. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.2502 DEFINITIONS (1) "Benchmark" means expectations for a student's knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12).

(2) "Content standard" means what all students should know, understand, and be able to do in a specific content area, such as reading, mathematics, or social studies.

(3) "Performance level" means the level of achievement in broad, general terms.

(a) "Advanced level" means superior performance;

(b) "Proficient level" means solid academic performance for each benchmark, reaching levels of demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter;

(c) "Nearing proficiency level" means a student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark; and

(d) "Novice level" means a student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

(4) "Performance standard" means the specific expectations for performance in each content area at each of the three benchmarks. Performance standards define the quality of performance and describe the performance to be demonstrated. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.2503 STANDARDS REVIEW SCHEDULE (1) Montana's content and performance standards shall be reviewed and revised on a five-year cycle beginning July 1, 2005.

(2) A schedule for review of specific programs shall be established as a collaborative process with the office of public instruction and the board of public education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at intervals not exceeding five years.

(3) The standards review process shall use context information, criteria, processes, and procedures identified by the office of public instruction with input from representatives of accredited schools. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Sub-Chapters 26 and 27 Reserved

Sub-Chapter 28

Arts Content and Performance Standards

10.54.2801 through 10.54.2809 reserved

10.54.2810 ARTS CONTENT STANDARD 1 (1) To satisfy the requirements of arts content standard 1, a student must create, perform/exhibit, and respond in the arts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2811 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for arts content standard 1 for a student at the end of grade 4 is the ability to:

(a) identify his/her own ideas and images based on themes, symbols, events, and personal experiences;

(b) use a variety of materials and sources to experiment with an art form;

(c) present his/her own work and works of others;

(d) collaborate with others in the creative process; and

(e) describe how a variety of materials, techniques, and processes cause different responses. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2812 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for arts content standard 1 for a student at the end of grade 8 is the ability to:

(a) create a work from his/her own ideas and images based on themes, symbols, events, and personal experiences;

(b) select a variety of materials and sources to demonstrate a specific art form;

(c) prepare and/or revise works for presentation;

(d) collaborate with others to make artistic choices; and

(e) describe and analyze artistic choices in his/her own work and works of others. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2813 BENCHMARK FOR ARTS CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for arts content standard 1 for a student upon graduation is the ability to:

- (a) conceive and create works of art;
- (b) demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources;
- (c) select or adapt the elements of a presentational style;
- (d) apply artistic discipline (e.g., concentration, focus) to complete a collaborative work; and
- (e) articulate meaning by describing and analyzing artistic choices in his/her own work and works of others. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2814 through 10.54.2819 reserved

10.54.2820 ARTS CONTENT STANDARD 2 (1) To satisfy the requirements of arts content standard 2, a student must apply and describe the concepts, structures, and processes in the arts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2821 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for arts content standard 2 for a student at the end of grade 4 is the ability to:

- (a) identify and apply the concept of composition in:
 - (i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dance phrases;
 - (ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;
 - (iii) theatre by applying the elements of plot, character, and setting; and
 - (iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;
- (b) identify and apply the concept of technique in:
 - (i) dance by identifying and applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;
 - (ii) music by identifying and applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;

- (iii) theatre by identifying and applying techniques to develop scenarios, direct, and act; and
- (iv) visual arts by identifying and applying the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts;
 - (c) identify and apply the concept of medium in:
 - (i) dance by demonstrating the human body in motion;
 - (ii) music by performing vocal and/or instrumental solos, or in ensembles;
 - (iii) theatre by performing in ensemble (e.g., live, film, video productions); and
 - (iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts);
 - (d) identify and apply the concept of function in:
 - (i) dance by identifying examples of social, theatrical, and traditional dance;
 - (ii) music by identifying examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);
 - (iii) theatre by performing in classroom or school programs/productions; and
 - (iv) visual arts by identifying examples of cultural, political, communication, expressive, commercial, and environmental visual arts;
 - (e) identify and apply the concept of style in:
 - (i) dance by identifying examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;
 - (ii) music by identifying examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);
 - (iii) theatre by identifying and performing examples of theatre (e.g., comedy, melodrama); and
 - (iv) visual arts by identifying examples of historical, contemporary, and traditional visual arts, including American Indian art; and
 - (f) identify and apply the concept of presentation in:
 - (i) dance by showing dance composition with peers, emphasizing focus and concentration;
 - (ii) music by participating in performances;
 - (iii) theatre by demonstrating storytelling and creative dramatics; and
 - (iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2822 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for arts content standard 2 for a student at the end of grade 8 is the ability to:

- (a) apply the concept of composition in:
 - (i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances;
 - (ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;
 - (iii) theatre by applying the elements of plot, character, setting, and mood; and
 - (iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;
- (b) apply the concept of technique in:
 - (i) dance by applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;
 - (ii) music by applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;
 - (iii) theatre by applying techniques to write, direct, act, and design; and
 - (iv) visual arts by applying knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, indigenous/traditional arts);
- (c) apply the concept of medium in:
 - (i) dance by demonstrating the human body in motion;
 - (ii) music by performing vocal and/or instrumental solos, or in ensembles;
 - (iii) theatre by performing solo and in ensemble (e.g., mime, live, film, video productions); and
 - (iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts);
- (d) apply the concept of function in:
 - (i) dance by identifying examples of social, theatrical, and traditional dance;
 - (ii) music by performing examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);
 - (iii) theatre by performing in classroom or school programs/productions; and

(iv) visual arts by demonstrating and comparing examples of cultural, political, communication, expressive, commercial, and environmental visual arts;

(e) apply the concept of style in:

(i) dance by demonstrating examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;

(ii) music by performing examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);

(iii) theatre by performing examples of theatre (e.g., comedy, melodrama, plays from historical periods); and

(iv) visual arts by demonstrating examples of historical, contemporary, and traditional visual arts, including American Indian art; and

(f) apply the concept of presentation in:

(i) dance by rehearsing, performing, and critiquing dance;

(ii) music by rehearsing, performing, and critiquing musical performances;

(iii) theatre by rehearsing, performing, and critiquing storytelling and improvisation; and

(iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2823 BENCHMARK FOR ARTS CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for arts content standard 2 for a student upon graduation is the ability to:

(a) apply the concept of composition in:

(i) dance by applying the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances;

(ii) music by applying the elements of rhythm, melody, harmony, timbre/tone color, and form;

(iii) theatre by applying the elements of character and plot as exposition, action, climax, and resolution; and

(iv) visual arts by applying the elements of line, shape, form, color, space, value, and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance;

- (b) apply the concept of technique in:
 - (i) dance by applying the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;
 - (ii) music by applying the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;
 - (iii) theatre by applying techniques to write, direct, act, design, and produce; and
 - (iv) visual arts by applying techniques to create works of art (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, indigenous/traditional arts);
- (c) apply the concept of medium in:
 - (i) dance by demonstrating the human body in motion;
 - (ii) music by performing vocal and/or instrumental solos, or in ensembles;
 - (iii) theatre by performing solo and in ensemble (e.g., mime, live, film, video productions); and
 - (iv) visual arts by selecting a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts);
- (d) apply the concept of function in:
 - (i) dance by identifying examples of social, theatrical, and traditional dance;
 - (ii) music by performing and comparing examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);
 - (iii) theatre by performing in classroom or school programs/productions; and
 - (iv) visual arts by demonstrating and comparing examples of cultural, political, communication, expressive, commercial, and environmental visual arts;
- (e) apply the concept of style in:
 - (i) dance by demonstrating examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;
 - (ii) music by performing examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);
 - (iii) theatre by performing examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods); and
 - (iv) visual arts by demonstrating examples of historical, contemporary, and traditional visual arts, including American Indian art; and

- (f) apply the concept of presentation in:
- (i) dance by rehearsing, performing, and critiquing dance;
- (ii) music by rehearsing, performing, and critiquing musical performances;
- (iii) theatre by rehearsing, performing, and critiquing improvisation and performances; and
- (iv) visual arts by exhibiting craftsmanship, completion, and developing a body of work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2824 through 10.54.2829 reserved

10.54.2830 ARTS CONTENT STANDARD 3 (1) To satisfy the requirements of arts content standard 3, a student must develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2831 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for arts content standard 3 for a student at the end of grade 4 is the ability to:

- (a) use arts materials, techniques, technology, and processes to create general responses;
- (b) communicate meaning through the art forms from selected subject matter;
- (c) explore potential solutions to a given problem through the arts;
- (d) use technical skills in:
 - (i) dance by performing movements and rhythm patterns;
 - (ii) music by singing and playing music using dynamics, phrasing, and interpretation;
 - (iii) theatre by using mind, voice, and body to create characters and tell stories; and
 - (iv) visual arts by creating works of art with content that is consistent with media possibilities; and

- (e) identify and use an appropriate symbol system in:
 - (i) dance by using dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words;
 - (ii) music by using standard symbols to identify meter, rhythm, pitch, and dynamics;
 - (iii) theatre by recognizing and using stage direction; and
 - (iv) visual arts by recognizing and using symbol language appropriate to media used to create works of art. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2832 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for arts content standard 3 for a student at the end of grade 8 is the ability to:

- (a) use arts materials, techniques, technology, and processes to create specific responses;
- (b) communicate intended meaning based on his/her own ideas and concepts from other sources;
- (c) use improvisation/experimentation to determine solutions;
- (d) use technical skills in:
 - (i) dance by performing movements and rhythm patterns with control and expression;
 - (ii) music by using accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles;
 - (iii) theatre by using scenery, properties, sound, costume, and make-up to communicate locale and mood; and
 - (iv) visual arts by experimenting and practicing with a variety of media to achieve clarity of expression; and
- (e) understand and use symbol systems in:
 - (i) dance by using improvisation to discover and invent several new solutions to movement problems and relating movements in his/her dances to the idea or feeling he/she wants to communicate;
 - (ii) music by identifying and defining standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression;
 - (iii) theatre by understanding and applying stage direction and ground plans; and
 - (iv) visual arts by examining the breadth and depth of possible responses presented by media and media techniques. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2833 BENCHMARK FOR ARTS CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for arts content standard 3 for a student upon graduation is the ability to:

(a) use arts materials, techniques, technology, and processes to create specific products and responses to ideas;

(b) communicate intended meaning through the interpretation of a subject;

(c) use improvisation/experimentation to predict potential solutions to problems and pose new problems;

(d) use technical skills in:

(i) dance by performing movements and rhythm patterns with appropriate range of dynamics and expression;

(ii) music by singing or playing music with expression and technical accuracy, exhibiting a large and varied repertoire of vocal or instrumental literature;

(iii) theatre by using scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood; and

(iv) visual arts by exploring and practicing skills to enhance communication with consistency; and

(e) understand and use symbol systems in:

(i) dance by relating movement to a concept and explaining the connection;

(ii) music by reading and using standard and nonstandard notation symbols through participation in small and large ensembles;

(iii) theatre by understanding and applying stage direction and ground plans; and

(iv) visual arts by understanding and applying appropriate symbol language to maximize expression in a specific media. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2834 through 10.54.2839 reserved

10.54.2840 ARTS CONTENT STANDARD 4 (1) To satisfy the requirements of arts content standard 4, a student must analyze characteristics and merits of his/her work and the work of others. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2841 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for arts content standard 4 for a student at the end of grade 4 is the ability to:

- (a) use vocabulary of the discipline to describe a variety of works of art;
- (b) describe personal works to others;
- (c) devise criteria for evaluation; and
- (d) recognize a variety of different responses to specific works of art. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2842 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for arts content standard 4 for a student at the end of grade 8 is the ability to:

- (a) evaluate the quality and effectiveness of his/her own and other art works by applying specific criteria appropriate to the style, and offer constructive suggestions for improvement;
- (b) describe the influence of personal experience on the interpretation of works of art;
- (c) develop and apply criteria for evaluating quality and effectiveness of the work of art; and
- (d) describe and compare a variety of individual responses to works of art. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2843 BENCHMARK FOR ARTS CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for arts content standard 4 for a student upon graduation is the ability to:

- (a) evaluate an art work by comparing and contrasting it to similar or exemplary works of art;
- (b) compare and contrast how meaning is communicated in two or more of the student's own works and/or works of others;
- (c) refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art; and
- (d) analyze various interpretations as a means for understanding/evaluating works of art. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2844 through 10.54.2849 reserved

10.54.2850 ARTS CONTENT STANDARD 5 (1) To satisfy the requirements of arts content standard 5, a student must understand the role of the arts in society, diverse cultures, and historical periods. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2851 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for arts content standard 5 for a student at the end of grade 4 is the ability to:

(a) recognize ways in which the arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression;

(b) identify and describe specific works of art belonging to particular cultures, times, and places;

(c) recognize various reasons for creating works of art;

(d) recognize common emotions, experiences, and expression in art;

(e) demonstrate appropriate audience behavior for the context and style of art presented; and

(f) explore his/her own culture as reflected through the arts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2852 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for arts content standard 5 for a student at the end of grade 8 is the ability to:

(a) demonstrate how history/culture and the arts influence each other;

(b) identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created;

(c) compare various reasons for creating works of art;

(d) describe how people's emotions and experiences influence the development of specific art works;

(e) demonstrate appropriate audience behavior for the context and style of art presented; and

(f) determine the connection of a work of art to societal and cultural change or preservation. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2853 BENCHMARK FOR ARTS CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for arts content standard 5 for a student upon graduation is the ability to:

(a) identify and describe the role of the artist in cultures and societies;

(b) identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created;

(c) identify intentions of those creating art works, explore the implications of various purposes, and justify analysis;

(d) analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry;

(e) demonstrate appropriate audience behavior for the context and style of art presented; and

(f) investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2854 through 10.54.2859 reserved

10.54.2860 ARTS CONTENT STANDARD 6 (1) To satisfy the requirements of arts content standard 6, a student must make connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2861 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for arts content standard 6 for a student at the end of grade 4 is the ability to:

(a) identify similarities and differences in the meanings of common terms/elements used in the various arts;

(b) identify interrelated elements among the arts and other subject areas;

(c) identify the role of the arts in the world of work; and

(d) identify how art reflects life. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2862 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for arts content standard 6 for a student at the end of grade 8 is the ability to:

(a) compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas;

(b) utilize interrelated elements among the arts and other subject areas;

(c) explore vocational and avocational opportunities in the arts; and

(d) identify how works of art reflect the environment in which they are created. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2863 BENCHMARK FOR ARTS CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for arts content standard 6 for a student upon graduation is the ability to:

(a) explain how elements, processes (e.g., imagination, craftsmanship), and organizational principles are used in similar and distinctive ways;

(b) connect and analyze interrelated elements of the arts and other subject areas;

(c) experience the elements of art careers in a professional setting; and

(d) analyze how works of art reflect the environment in which they are created. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2864 through 10.54.2886 reserved

10.54.2887 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in the arts demonstrates superior performance. He/she:

(a) independently creates, performs/exhibits in, and responds through a minimum of one art form;

(b) consistently applies, with confidence, the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) uses a variety of skills and techniques to express ideas and poses and solves problems in the arts;

(d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) analyzes the characteristics and merits of his/her work and the works of others in the arts;

(f) consistently recognizes and respects the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) consistently finds and shares multiple connections among the arts, other subject areas, and life. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2888 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in the arts demonstrates solid academic performance. He/she:

(a) demonstrates the ability to create, perform/exhibit, and respond through a minimum of one art form;

(b) applies a basic understanding of the concepts, structure, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) uses skills and techniques to express ideas and poses and solves problems in the arts;

(d) practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) communicates an understanding of the characteristics and merits of his/her work and the work of others in the arts;

(f) recognizes and respects the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) finds and communicates connections among the arts, other subject areas, and life. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2889 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

(a) creates, performs/exhibits in, and responds with specific directions and assistance through a minimum of one art form in a limited way;

(b) identifies but has difficulty demonstrating concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies skills and techniques in the arts and sometimes expresses ideas and poses and solves problems in the arts;

(d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) sometimes identifies and demonstrates the characteristics and merits of his/her work and the work of others in the arts;

(f) sometimes recognizes the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) finds and shares limited connections among the arts, other subject areas, and life. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2890 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

(a) has difficulty creating, performing/exhibiting in, and responding through a minimum of one art form;

(b) demonstrates a limited understanding of concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies, with assistance, some of the skills and techniques but does not express ideas or pose or solve problems in the arts;

(d) has difficulty practicing responsible, safe, and appropriate personal and group behavior in the arts;

(e) seldom identifies the characteristics and merits of his/her work or the works of others in the arts;

(f) has limited recognition of the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) has difficulty finding connections among the arts, other subject areas, and life. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2891 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in the arts demonstrates superior performance. He/she:

(a) effectively creates, performs/exhibits in, and responds through more than one art form;

(b) consistently applies, with confidence, concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) applies a variety of skills and techniques to effectively express ideas and to pose and solve problems in the arts;

(d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) evaluates the characteristics and merits of his/her work and the works of others in the arts;

(f) effectively and consistently analyzes the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) synthesizes and evaluates connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2892 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in the arts demonstrates solid academic performance. He/she:

(a) effectively creates, performs/exhibits in, and responds through a minimum of one art form;

(b) applies concepts, processes, and structures in the four art forms of dance, music, theatre, and visual arts;

(c) uses a variety of skills and techniques to express ideas and to pose and solve problems in the arts;

(d) practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) analyzes the characteristics and merits of his/her work and the work of others in the arts;

(f) analyzes and clearly describes the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) analyzes and describes connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2893 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

(a) sometimes creates, performs/exhibits in, and responds through a minimum of one art form;

(b) applies, with some assistance, a basic understanding of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the arts;

(d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) describes, with assistance, some of the characteristics and merits of his/her work and the works of others in the arts;

(f) sometimes identifies the role of the arts in his/her society, diverse cultures, and historical periods but has difficulty describing that role; and

(g) identifies and describes, with some assistance, limited connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2894 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

(a) seldom creates, performs/exhibits without specific direction, and sometimes responds in a limited way through one art form;

(b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies, with assistance, skills and techniques, but has difficulty expressing ideas and posing and solving problems in the arts;

(d) has difficulty practicing responsible, safe, and appropriate personal and group behavior in the arts;

(e) seldom recognizes the characteristics and merits of his/her work or the works of others in the arts;

(f) identifies, with assistance, the role of the arts in his/her society, diverse cultures, and historical periods; and
(g) identifies, with difficulty, limited connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2895 ADVANCED ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in the arts demonstrates superior performance. He/she:

(a) creates, performs/exhibits, and responds through more than one art form at an accomplished level;

(b) consistently applies, analyzes, and interprets the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) distinguishes and analyzes appropriate skills and techniques to effectively express ideas and to pose and solve problems in the arts;

(d) independently practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) accepts responsibility for the characteristics and merits of his/her works and appreciates the works of others in the arts;

(f) effectively and consistently analyzes and evaluates the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) synthesizes and evaluates connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2896 PROFICIENT ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in the arts demonstrates solid academic performance. He/she:

(a) creates, performs/exhibits, and responds through a minimum of one art form at an accomplished level;

(b) applies varied concepts, processes, and structures in the four art forms of dance, music, theatre, and visual arts;

(c) demonstrates effective skills and techniques in the arts to express ideas and poses and solves problems;

(d) practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) analyzes and evaluates the characteristics and merits of his/her work and the work of others in the arts;

(f) examines and analyzes the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) analyzes and responds to connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2897 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the arts. He/she:

(a) creates, performs/exhibits, and responds through a minimum of one art form in a limited way;

(b) applies, with some assistance, concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the arts;

(d) sometimes practices responsible, safe, and appropriate personal and group behavior in the arts;

(e) demonstrates a limited understanding of the characteristics and merits of his/her work and the works of others in the arts;

(f) sometimes examines the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) demonstrates connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

10.54.2898 NOVICE ARTS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the arts. He/she:

(a) creates, performs/exhibits, and responds, with specific direction and in a limited way, through a minimum of one art form;

(b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of dance, music, theatre, and visual arts;

(c) identifies, with assistance, skills and techniques, but shows limited ability to express ideas or to pose and solve problems in the arts;

(d) practices, with assistance, responsible, safe, and appropriate personal and group behavior in the arts;

(e) demonstrates, with assistance, a limited understanding of the characteristics and merits of his/her work and the works of others in the arts;

(f) rarely examines, without specific direction, the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) demonstrates, with some assistance, limited connections among the arts, other subject areas, life, and work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00.)

Sub-Chapter 29 Reserved

Sub-Chapter 30

Reading Content and Performance Standards

10.54.3001 through 10.54.3009 reserved

10.54.3010 READING CONTENT STANDARD 1 (1) To satisfy the requirements of reading content standard 1, a student must be able to demonstrate that he/she constructs meaning as he/she comprehends, interprets, and responds to what he/she reads. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3011 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for reading content standard 1 for a student at the end of grade 4 is the ability to:

- (a) make predictions and connections between new material and previous information/experiences;
- (b) incorporate new print/nonprint information into existing knowledge to draw conclusions and make application;
- (c) provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material;
- (d) demonstrate basic understanding of main ideas and some supporting details; and
- (e) accurately retell key elements of appropriate reading material. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3012 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for reading content standard 1 for a student at the end of grade 8 is the ability to:

- (a) make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences;
- (b) compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application;
- (c) interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers;
- (d) demonstrate understanding of main ideas and select important supporting facts and details; and

(e) provide accurate, detailed summaries using key elements of appropriate reading material. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3013 BENCHMARK FOR READING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for reading content standard 1 for a student upon graduation is the ability to:

(a) make predictions and describe inferences and connections within material and between new material and previous information/experiences;

(b) integrate new important print/nonprint information with existing knowledge to draw conclusions and make application;

(c) provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society;

(d) demonstrate understanding of main ideas and formulate arguments using supporting evidence; and

(e) accurately paraphrase reading material, reflecting tone and point of view. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3014 through 10.54.3019 reserved

10.54.3020 READING CONTENT STANDARD 2 (1) To satisfy the requirements of reading content standard 2, a student must be able to demonstrate that he/she applies a range of skills and strategies to read. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3021 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for reading content standard 2 for a student at the end of grade 4 is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material;

(b) demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution);

(c) identify literary devices (e.g., figurative language and exaggeration);

(d) use features and organization of fiction and nonfiction material to comprehend (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals);

(e) adjust fluency, rate, and style of reading to the purpose of the material with guidance;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary);

(g) identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend; and

(h) ask questions and check predictions prior to, during, and after reading. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3022 BENCHMARK FOR READING CONTENT STANDARD 2 FOR
END OF GRADE 8 (1) The benchmark for reading content standard 2 for a student at the end of grade 8 is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material;

(b) demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict);

(c) identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue);

(d) use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals);

(e) adjust fluency, rate and style of reading to the content and purpose of the material;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology;

(g) use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate; and

(h) ask questions, check predictions, and summarize information prior to, during, and after reading. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3023

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10.54.3023 BENCHMARK FOR READING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for reading content standard 2 for a student upon graduation is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation and denotation, and context to understand reading material;

(b) identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict);

(c) identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism);

(d) use features and organization of fiction and nonfiction material to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, methods of organization);

(e) adjust fluency, rate and style of reading to content and purpose of the material;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology;

(g) use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, using context, and adjusting rate; and

(h) ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3024 through 10.54.3029 reserved

10.54.3030 READING CONTENT STANDARD 3 (1) To satisfy the requirements of reading content standard 3, a student must be able to demonstrate that he/she sets goals, monitors, and evaluates his/her progress in reading. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

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10.54.3031 BENCHMARK FOR READING CONTENT STANDARD 3 FOR
END OF GRADE 4 (1) The benchmark for reading content
standard 3 for a student at the end of grade 4 is the ability
to:

(a) articulate strategies used to self-monitor reading
progress and to overcome reading difficulties with guidance
from the teacher;

(b) describe reading successes and set reading goals;
and

(c) select authors, subjects, print and nonprint
material to share with others. (History: Sec. 20-2-114, MCA;
IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p.
2707, Eff. 10/9/98.)

10.54.3032 BENCHMARK FOR READING CONTENT STANDARD 3 FOR
END OF GRADE 8 (1) The benchmark for reading content
standard 3 for a student at the end of grade 8 is the ability
to:

(a) articulate and evaluate strategies to self-monitor
reading progress, overcome reading difficulties, and seek
guidance as needed;

(b) monitor reading successes and set reading goals; and

(c) select authors, subjects, and print and nonprint
material, expressing reasons for recommendations. (History:
Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101,
MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3033 BENCHMARK FOR READING CONTENT STANDARD 3 UPON
GRADUATION (1) The benchmark for reading content standard 3
for a student upon graduation is the ability to:

(a) articulate and evaluate strategies to solve reading
problems, self-monitor progress, and direct one's own reading;

(b) analyze reading successes and attainment of reading
goals; and

(c) select authors, subjects, and print and nonprint
material, expressing reasons for recommendations, and
information and insights gained. (History: Sec. 20-2-114,
MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998
MAR p. 2707, Eff. 10/9/98.)

10.54.3034 through 10.54.3039 reserved

10.54.3040 READING CONTENT STANDARD 4 (1) To satisfy the requirements of reading content standard 4, a student must be able to demonstrate that he/she selects, reads, and responds to print and nonprint material for a variety of purposes. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3041 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for reading content standard 4 for a student at the end of grade 4 is the ability to:

- (a) identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits);
- (b) solve a problem or answer a question through reading (e.g., signs, labels, instruction);
- (c) perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts);
- (d) read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature;
- (e) read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines); and
- (f) read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, other technological material). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3042 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for reading content standard 4 for a student at the end of grade 8 is the ability to:

- (a) establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon the reading);
- (b) read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines, electronic information);
- (c) read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs);

(d) read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature;

(e) identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change);

(f) read and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information); and

(g) identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, internet). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3043 BENCHMARK FOR READING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for reading content standard 4 for a student upon graduation is the ability to:

(a) integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing and reflecting upon the reading);

(b) read to evaluate appropriate resource material for a specific task;

(c) locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, electronic information);

(d) read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, technical manuals);

(e) read, analyze, evaluate, and provide oral, written, and/or artistic responses to traditional and contemporary literature;

(f) read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes);

(g) read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters); and

(h) locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, internet). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3044 through 10.54.3049 reserved

10.54.3050 READING CONTENT STANDARD 5 (1) To satisfy the requirements of reading content standard 5, a student must be able to demonstrate that he/she gathers, analyzes, synthesizes, and evaluates information from a variety of sources, and communicates his/her findings in ways appropriate for his/her purpose and audience. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3051 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for reading content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and summarize similarities and differences using a single element such as character within a text and between sources of information;

(b) make connections, integrate, and organize information from multiple sources;

(c) recognize authors' points of view; and

(d) distinguish fact from opinion in various print and nonprint material. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3052 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for reading content standard 5 for a student at the end of grade 8 is the ability to:

(a) compare and contrast information and textual elements in print and nonprint material;

(b) make connections, explain relationships among a variety of sources, and integrate similar information;

(c) recognize authors' points of view and purposes;

(d) recognize authors' use of language and literary devices to influence readers; and

(e) recognize, express, and defend a point of view. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3053 BENCHMARK FOR READING CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for reading content standard 5 for a student upon graduation is the ability to:

(a) compare and contrast information and broad themes within and among a variety of information sources;

(b) logically synthesize information from a complex range of print and nonprint sources;

(c) apply basic principles of formal logic to print and nonprint material; and

(d) analyze use of evidence, logic, language devices, and bias as strategies to influence readers. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3054 through 10.54.3086 reserved

10.54.3087 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced reading level demonstrates superior performance. He/she:

(a) demonstrates self-motivation and emerging independence as a learner;

(b) uses a rich and varied reading and listening vocabulary;

(c) critically evaluates reading material and provides thorough and thoughtful responses to the text;

(d) critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to reading material;

(e) fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies;

(f) accurately assesses and makes needed changes in reading strategies;

(g) generalizes topics, concepts, and feelings in reading selections to a variety of situations;

(h) consistently evaluates and monitors reading progress;

(i) eagerly sets and meets personal reading goals;

(j) chooses and successfully reads a variety of material for information and pleasure;

(k) identifies a variety of purposes for reading;

(l) recognizes how authors compose and use literary devices for a variety of purposes;

(m) compares and contrasts information from several sources of reading; and

(n) distinguishes fact from opinion. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3088 PROFICIENT READING PERFORMANCE STANDARDS FOR
END OF GRADE 4 (1) A fourth-grade student at the proficient
reading level demonstrates solid academic performance.
He/she:

(a) uses a substantial reading and listening vocabulary
appropriate to fourth-grade level;

(b) demonstrates an overall understanding of the reading
material, providing inferential as well as literal
information;

(c) applies reading strategies and methods when reading
content area material;

(d) effectively applies, articulates, and self-monitors
decoding and comprehension strategies with grade-level
material;

(e) identifies a variety of purposes for reading;

(f) self-selects appropriate reading material to meet a
variety of purposes;

(g) recognizes an author's purpose;

(h) compares and integrates information from reading
sources at grade level;

(i) extends ideas in the reading material by making
inferences, drawing conclusions, and making connections to
his/her own experiences; and

(j) distinguishes fact from opinion. (History: Sec.
20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA;
NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3089 NEARING PROFICIENCY READING PERFORMANCE
STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at
the nearing proficiency reading level demonstrates partial
mastery of prerequisite knowledge and skills fundamental for
proficient reading. He/she:

(a) articulates the overall meaning of the reading
material;

(b) uses a basic vocabulary to support content area
reading material;

(c) recognizes, applies, and self-monitors strategies to
decode and to comprehend at or near grade-level material;

(d) usually demonstrates an understanding of the elements
of fiction and nonfiction;

(e) makes obvious connections between the reading
material and personal experiences, and extends these ideas by
making simple inferences;

- (f) self-selects appropriate reading material to meet a specific purpose;
 - (g) sometimes recognizes the author's purpose;
 - (h) often defines a purpose for reading;
 - (i) inconsistently compares and integrates information between sources; and
 - (j) sometimes distinguishes fact from opinion.
- (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3090 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) shows strength in detail, but not main idea;
- (b) randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrating, and using one strategy at a time;
- (c) sometimes demonstrates an understanding of the elements of fiction and nonfiction;
- (d) often limits reading selections;
- (e) sometimes defines a purpose for reading;
- (f) recognizes, with coaching, an author's purpose;
- (g) compares and integrates, with coaching, information from two sources at his/her reading level; and
- (h) distinguishes, with coaching, fact from opinion at his/her reading level. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3091 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and independence as a learner;
- (b) describes abstract themes and ideas of the overall reading selection;
- (c) consistently makes accurate predictions and connections between new material and prior knowledge, interprets stated and inferred main ideas, and identifies important supporting details when reading material beyond the eighth grade;

(d) flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth-grade level;

(e) articulates and evaluates the strategies used to monitor reading progress;

(f) sets and meets reading goals;

(g) consistently self-selects a variety of material, defines purposes for reading them, and provides thorough, thoughtful, and extensive responses;

(h) analyzes both meaning and form and supports that analysis explicitly with examples from the reading material;

(i) provides thorough, thoughtful, and extensive responses to the reading material; and

(j) compares, contrasts, integrates, evaluates, and extends information, language, and point of view from many print or nonprint sources by relating it to his/her experiences and to world events. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3092 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

(a) consistently makes predictions and connections between new material and prior knowledge, locates and interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the eighth grade;

(b) combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;

(c) articulates and evaluates the strategies used to monitor reading progress;

(d) sets and meets reading goals;

(e) self-selects appropriate material to meet reading purposes, and defines purposes for reading;

(f) compares, contrasts, and integrates information, language, and points of view from many print and nonprint sources by making clear inferences, drawing conclusions, and making connections to personal experiences, including other reading experiences; and

(g) identifies some literary devices that authors use in composing text. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3093 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

(a) demonstrates a literal understanding of the reading material and makes some interpretations;

(b) makes some predictions and connections between new material and prior knowledge, usually locating main ideas, and identifies some important supporting details when reading material appropriate to the eighth grade;

(c) sometimes combines strategies to read material with comprehension;

(d) sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;

(e) sometimes articulates but seldom evaluates the strategies used to monitor reading progress;

(f) sets reading goals and sometimes meets them;

(g) sometimes self-selects appropriate material to meet a reading purpose; and

(h) compares information, language, and points of view between and among print or nonprint sources, but seldom integrates information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3094 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

(a) demonstrates a literal understanding of the reading material;

(b) makes few predictions and connections between new material and prior knowledge, usually locating main ideas, but seldom identifies supporting details when reading material appropriate to the eighth grade;

(c) often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction and literary devices;

(d) uses a limited eighth-grade reading vocabulary;

(e) seldom articulates the strategies used to monitor reading progress;

(f) rarely sets or meets reading goals; and

(g) compares information, language, and point of view from two print or nonprint sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3095 ADVANCED READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced reading level demonstrates superior performance. He/she:

(a) is self-motivated, an independent learner, and extends and connects ideas;

(b) describes abstract themes and ideas in the overall reading material;

(c) consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evaluates causal relationships when reading increasingly complex material;

(d) consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material;

(e) effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;

(f) uses an enriched reading vocabulary beyond the twelfth grade;

(g) successfully monitors his/her own reading progress;

(h) consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates;

(i) self-selects material appropriate to a variety of reading purposes; and

(j) consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3096 PROFICIENT READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient reading level demonstrates solid academic performance. He/she:

(a) makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when reading material appropriate to twelfth grade;

(b) usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material;

(c) monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;

- (d) uses a substantial reading vocabulary appropriate to twelfth grade;
 - (e) monitors his/her own reading progress;
 - (f) sets and consistently meets reading goals;
 - (g) selects, analyzes, and evaluates material appropriate to a variety of reading purposes;
 - (h) applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources; and
 - (i) analyzes the author's use of literary devices.
- (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3097 NEARING PROFICIENCY READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) makes predictions, identifies inferences, and describes causal relationships when reading material appropriate to twelfth grade;
 - (b) frequently paraphrases accurately and formulates arguments with limited supporting evidence;
 - (c) monitors his/her reading but uses a limited variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
 - (d) uses a limited twelfth-grade reading vocabulary;
 - (e) monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluating material within a limited range of reading purposes;
 - (f) identifies elements of an author's style;
 - (g) responds creatively to reading material; and
 - (h) occasionally applies complex thinking skills while gathering, using, and responding to information from a variety of sources.
- (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.3098 NOVICE READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

(a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;

(b) sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;

(c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material with limited success;

(d) uses a reading vocabulary below twelfth-grade level;

(e) sometimes monitors his/her own reading progress;

(f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes; and

(g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

Sub-Chapter 31 Reserved

Sub-Chapter 32

Literature Content and Performance Standards

10.54.3201 through 10.54.3209 reserved

10.54.3210 LITERATURE CONTENT STANDARD 1 (1) To satisfy the requirements of literature content standard 1, a student must construct meaning as he/she comprehends, interprets, analyzes, and responds to literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3211 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for literature content standard 1 for a student at the end of grade 4 is the ability to:

- (a) make predictions and connections between new literary works and previous information/experiences;
- (b) identify main ideas and some supporting details of literary works;
- (c) retell key events of literary works in sequence;
- (d) make connections and comparisons of literary elements within and between works;
- (e) make, confirm, or revise predictions based on the literary works; and
- (f) respond personally to ideas and feelings generated by literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3212 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for literature content standard 1 for a student at the end of grade 8 is the ability to:

- (a) make predictions and connections between new literary works and previous information/experiences and explore questions about the impact of literary elements;
- (b) identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words;
- (c) summarize stories and identify major literary elements;
- (d) compare, contrast, and make connections of literary elements within and between works;
- (e) draw inferences and conclusions based on literary works; and

(f) respond to literary works on the basis of personal insights and respect the different responses of others. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3213 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for literature content standard 1 for a student upon graduation is the ability to:

(a) propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech);

(b) develop and define with textual support interpretations of complex literary works;

(c) analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action);

(d) recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works;

(e) compare and contrast individual and group responses/reactions with author's purpose/intent; and

(f) demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3214 through 10.54.3219 reserved

10.54.3220 LITERATURE CONTENT STANDARD 2 (1) To satisfy the requirements of literature content standard 2, a student must recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3221 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for literature content standard 2 for a student at the end of grade 4 is the ability to:

(a) identify literary devices (e.g., figurative language, exaggeration);

(b) demonstrate an understanding of literary elements (e.g., plot, character, setting, problem solving);

(c) increase vocabulary through the use of context clues and reference sources (e.g., dictionary, thesaurus, glossary) to understand literary works; and

(d) identify how literary devices, forms, and language contribute to the meaning of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3222 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for literature content standard 2 for a student at the end of grade 8 is the ability to:

(a) identify the effect of literary devices (e.g., figurative language, allusion, diction, dialogue, description, imagery);

(b) recognize the impact of literary elements (e.g., plot, theme, character, setting, point of view) and evaluate their effectiveness;

(c) evaluate how vocabulary and language contribute to literary works; and

(d) demonstrate an understanding of how literary devices, forms, and language contribute to the impact of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3223 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for literature content standard 2 for a student upon graduation is the ability to:

(a) discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect, or theme;

(b) analyze and critique the effectiveness of an author's choice of literary devices/elements;

(c) recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society; and

(d) evaluate how literary devices, forms, and language contribute to the impact of a work on the reader/listener/viewer. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3224 through 10.54.3229 reserved

10.54.3230 LITERATURE CONTENT STANDARD 3 (1) To satisfy the requirements of literature content standard 3, a student must reflect upon his/her literary experiences and purposefully select from a range of works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3231 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for literature content standard 3 for a student at the end of grade 4 is the ability to:

- (a) select a variety of literary works for purposes of discovery, appreciation, and enjoyment;
- (b) select print/non-print works based upon reflection of prior literary experiences (e.g., author, subject, theme, genre); and
- (c) demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3232 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for literature content standard 3 for a student at the end of grade 8 is the ability to:

- (a) select a variety of literary works, expressing reasons for personal recommendation, discovery, appreciation, and enjoyment;
- (b) apply given criteria to evaluate literary merit and express critical opinions about literary works; and
- (c) demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3233 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for literature content standard 3 for a student upon graduation is the ability to:

- (a) use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information);
- (b) develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work; and

(c) recognize literary works as vehicles for acquiring new information, responding to social and workplace needs, and discovering and gaining personal fulfillment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3234 through 10.54.3239 reserved

10.54.3240 LITERATURE CONTENT STANDARD 4 (1) To satisfy the requirements of literature content standard 4, a student must interact with print and non-print literary works from various cultures, ethnic groups, and traditional and contemporary viewpoints written by both genders. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3241 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for literature content standard 4 for a student at the end of grade 4 is the ability to:

(a) select, read, listen to, and view a variety of literary works;

(b) respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works); and

(c) create and share responses to literary works through the application of technology, speaking, writing, and visual and performing arts (e.g., discuss, write, move, design, compose, sing). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3242 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for literature content standard 4 for a student at the end of grade 8 is the ability to:

(a) select, read, listen to, and view a variety of literary works;

(b) respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works); and

(c) create and share responses to literary works through the application of technology, speaking, writing, and visual and performing arts (e.g., discuss, write, move, design, compose, sing). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3243 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for literature content standard 4 for a student upon graduation is the ability to:

(a) select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles;

(b) demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature;

(c) create and share responses to literary works (e.g., discuss, write, move, design, compose, sing, dramatize, produce multimedia presentations); and

(d) analyze diverse literature to identify and compare common human experiences within and between cultures. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3244 through 10.54.3249 reserved

10.54.3250 LITERATURE CONTENT STANDARD 5 (1) To satisfy the requirements of literature content standard 5, a student must use literary works to enrich personal experience and to connect to the broader world of ideas, concepts, and issues. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3251 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for literature content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify how culture, ideas, and issues influence literary works;

(b) compare one's culture to the culture portrayed in a literary work; and

(c) make associations between ideas expressed in literary works and personal experiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3252 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for literature content standard 5 for a student at the end of grade 8 is the ability to:

(a) examine and explain how history, culture, ideas, and issues influence literary works;

(b) compare and contrast a variety of perspectives of self, others, and world issues through a selection of literary works; and

(c) use literary works to develop an understanding of the many dimensions of human experience (e.g., philosophical, ethical, aesthetic). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3253 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for literature content standard 5 for a student upon graduation is the ability to:

(a) examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works;

(b) identify and respond to philosophical assumptions and basic beliefs underlying selected texts;

(c) recognize patterns, symbols, and universal themes present across literary works and relate those to personal experience; and

(d) investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3254 through 10.54.3286 reserved

10.54.3287 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level of literature demonstrates superior performance. He/she:

(a) accurately comprehends material at the literal level and sometimes at the figurative level;

(b) makes predictions and connections within and between literary works;

(c) interprets as a reader, listener, and viewer how language affects the meaning of literary works;

(d) confidently identifies the language and literary tools that contribute to the meaning;

(e) evaluates how language and literary tools contribute to the impact of literary works;

(f) purposefully selects print and non-print material from diverse cultures and viewpoints to fulfill needs; and

(g) demonstrates the depth of understanding by sharing responses to a variety of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3288 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

(a) comprehends material at the literal level, but has difficulty at the figurative level;

(b) makes predictions and connections within and between literary works;

(c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;

(d) identifies the language and literary tools that contribute to meaning;

(e) purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and

(f) explores creative ways to share appropriate and unique responses to a variety of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3289 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

(a) usually comprehends material at the literal level;

(b) makes obvious predictions and connections within and between those works;

(c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;

(d) usually identifies the language and literary tools that contribute to the meaning of literary works;

(e) sometimes purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and

(f) occasionally explores creative ways to share responses to a variety of literary works, but often relies on predictable or mechanical methods. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3290 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) seldom comprehends material at the literal level;
- (b) makes obvious predictions and connections, with assistance, within and between literary works;
- (c) occasionally identifies how language affects the meaning of literary works as a reader, listener, and viewer;
- (d) has difficulty identifying and/or discussing the language and literary tools that contribute to meaning;
- (e) randomly selects print and non-print material from diverse cultures and viewpoints; and
- (f) uses limited methods to share responses to a variety of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3291 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately comprehends material at the literal level and frequently at the figurative level;
- (b) makes complex predictions and meaningful connections when analyzing and responding to literary works;
- (c) consistently and thoughtfully interprets and evaluates as a reader, listener, and viewer how literary devices, forms, and language impact literary works;
- (d) willingly and confidently responds to a variety of literary works demonstrating individualized generalizations and thoughtful comparisons and hypotheses; and
- (e) expresses a clear, personalized criteria for evaluation of judgements of quality. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3292 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at the literal level and is gaining understanding at the figurative level;
- (b) effectively uses sequencing, comparing, contrasting, and predicting to analyze and respond to literary works;
- (c) competently identifies and interprets how literary devices, forms, and language impact literary works as a reader, listener, and viewer;
- (d) consistently and purposefully selects a variety of literary works, expressing reasons for the choices; and

(e) recognizes how the time period and other relevant situations produce a work's context. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3293 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

(a) usually comprehends material at the literal level and sometimes, with assistance, at the figurative level;

(b) makes obvious predictions and brief descriptions when analyzing and responding to literary works;

(c) identifies literary devices, forms, and language, and describes how these impact literary works as a reader, listener, and viewer;

(d) purposefully selects a variety of literary works, briefly expressing reasons for choices; and

(e) occasionally shares responses to literature, demonstrating knowledge of literary form and structure. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3294 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

(a) usually comprehends material at the literal level but seldom at the figurative level;

(b) makes simple predictions and brief descriptions when responding to literary works;

(c) infrequently identifies literary devices, forms, and languages and, with assistance, describes how these impact literary works as a reader, listener, and viewer;

(d) selects literary works, yet has difficulty expressing reasons for choices; and

(e) often focuses on restatement of story and summarization with little comparison or investigation of the work's meaning or form. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3295 ADVANCED LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately and completely comprehends material at both literal and figurative levels;
- (b) seeks out increasingly complex and diverse material;
- (c) develops and defends multiple analytic and interpretive responses to those works;
- (d) demonstrates the inquiry process through the articulation of greater insight and higher level skills;
- (e) connects prior literary experiences to purposeful selection and evaluation of material based on reliability, authenticity, and literary merit; and
- (f) experiments with a range of original and sophisticated ways to communicate independently designed responses to a variety of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3296 PROFICIENT LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at both literal and figurative levels;
- (b) develops and defends multiple analytic and interpretive responses to literary works;
- (c) analyzes and critiques how language and literary tools create and enhance the meaning and impact of literary works as a reader, listener, and viewer;
- (d) thoughtfully uses prior experience to purposefully select material to fulfill needs;
- (e) applies criteria to evaluate the reliability, authenticity, and merit of literary works; and
- (f) consistently creates and shares unique and reasonable responses to a variety of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3297 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) comprehends material at the literal level but only occasionally at the figurative level;

(b) develops and pursues questions and answers in his/her responses to literary works;

(c) recognizes and discusses how language and literary tools influence the meaning and impact of literary works as a reader, listener, and viewer;

(d) uses prior experience to select material;

(e) occasionally applies criteria that assesses reliability, authenticity, and literary merit; and

(f) relies on more predictable and limited forms to share responses to a variety of literary works. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3298 NOVICE LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

(a) comprehends materials on the literal level, but rarely at the figurative level;

(b) recognizes interpretive responses to literary works, but finds difficulty discussing the effectiveness of literary tools;

(c) reluctantly interacts with literary works;

(d) has difficulty connecting personal literary experiences to personal life experiences; and

(e) waits for encouragement, hesitates to share, and usually limits responses to assigned products. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapter 33 Reserved

Sub-Chapter 34

Writing Content and Performance Standards

10.54.3401 through 10.54.3409 reserved

10.54.3410 WRITING CONTENT STANDARD 1 (1) To satisfy the requirements of writing content standard 1, a student must write clearly and effectively. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3411 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for writing content standard 1 for a student at the end of grade 4 is the ability to:

- (a) organize text in paragraphs with clear beginning, middle, and end;
- (b) develop a main idea through some supporting details;
- (c) demonstrate awareness of personal voice, sentence structure, and word choice; and
- (d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3412 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for writing content standard 1 for a student at the end of grade 8 is the ability to:

- (a) organize text in paragraphs with clear beginning, middle, and end, using transitions and logical sequence;
- (b) develop a main idea through relevant supporting details;
- (c) demonstrate some control of personal voice, sentence structure, and word choice; and
- (d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3413 BENCHMARK FOR WRITING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for writing content standard 1 for a student upon graduation is the ability to:

- (a) organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence;

(b) develop and elaborate main ideas through relevant and specific supporting details;

(c) demonstrate purposeful control of personal voice, sentence structure, and word choice; and

(d) apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3414 through 10.54.3419 reserved

10.54.3420 WRITING CONTENT STANDARD 2 (1) To satisfy the requirements of writing content standard 2, a student must apply a range of skills and strategies in the writing process. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3421 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for writing content standard 2 for a student at the end of grade 4 is the ability to:

(a) plan writing by generating and organizing ideas and by considering purpose and audience;

(b) write a draft that captures and organizes ideas;

(c) revise writing at the word, sentence, and paragraph levels using feedback and guidance from others;

(d) edit, with assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage); and

(e) share/publish a legible final product. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3422 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for writing content standard 2 for a student at the end of grade 8 is the ability to:

(a) plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience;

(b) write one or more drafts that capture and organize ideas;

(c) revise writing at the word, sentence, and paragraph levels using feedback from others;

(d) edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage); and

(e) share/publish a legible final product. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3423 BENCHMARK FOR WRITING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for writing content standard 2 for a student upon graduation is the ability to:

(a) plan writing by generating ideas through a variety of strategies, and organize by analyzing purpose and audience;

(b) write one or more drafts that capture, explore, and organize ideas;

(c) revise writing by seeking feedback from others and making appropriate changes to improve text;

(d) edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage); and

(e) share/publish a legible final product. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3424 through 10.54.3429 reserved

10.54.3430 WRITING CONTENT STANDARD 3 (1) To satisfy the requirements of writing content standard 3, a student must evaluate and reflect on his/her growth as a writer. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3431 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for writing content standard 3 for a student at the end of grade 4 is the ability to:

(a) set goals and become aware of successes in own and others' writing;

(b) share writing with others, listen to responses, ask questions, and offer positive comments to others; and

(c) identify his/her strengths as a writer. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3432 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for writing content standard 3 for a student at the end of grade 8 is the ability to:

(a) set goals and analyze successes in one's own and others' writing;

(b) share and discuss one's own and others' writing for improvement and growth as a writer; and

(c) identify and describe strengths and weaknesses as a writer. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3433 BENCHMARK FOR WRITING CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for writing content standard 3 for a student upon graduation is the ability to:

(a) set goals and evaluate successes in one's own and others' writing;

(b) seek and use feedback from others and offer constructive criticism to others; and

(c) analyze and evaluate strengths and weaknesses as a writer. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3434 through 10.54.3439 reserved

10.54.3440 WRITING CONTENT STANDARD 4 (1) To satisfy the requirements of writing content standard 4, a student must write for a variety of purposes and audiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3441 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for writing content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify the purpose for his/her writing and write appropriately;

(b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and

(c) experience writing in different genre (e.g., descriptive writing). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3442 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for writing content standard 4 for a student at the end of grade 8 is the ability to:

(a) identify and articulate the purpose for his/her writing and write appropriately;

(b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and

(c) experience writing in different genre (e.g., narrative writing). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3443 BENCHMARK FOR WRITING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for writing content standard 4 for a student upon graduation is the ability to:

(a) identify and articulate the purpose for his/her writing and write appropriately;

(b) choose audiences (e.g., self, peers, adults) appropriate to purposes and topics; and

(c) experience writing in various genre (e.g., expository and persuasive writing). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3444 through 10.54.3449 reserved

10.54.3450 WRITING CONTENT STANDARD 5 (1) To satisfy the requirements of writing content standard 5, a student must recognize the structures of various forms and apply these characteristics to his/her own writing. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3451 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for writing content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify the characteristics of different forms (e.g., poetry, fiction, nonfiction, technical, simple report); and

(b) write using characteristics of different forms. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3452 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for writing content standard 5 for a student at the end of grade 8 is the ability to:

(a) identify and analyze characteristics of different forms (e.g., narrative, journal, technical); and

(b) write using characteristics of different forms. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3453 BENCHMARK FOR WRITING CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for writing content standard 5 for a student upon graduation is the ability to:

(a) identify, analyze, and evaluate characteristics of different forms (e.g., multi-paragraph essay, persuasive, expository, argumentative); and

(b) write using characteristics of different forms. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3454 through 10.54.3459 reserved

10.54.3460 WRITING CONTENT STANDARD 6 (1) To satisfy the requirements of writing content standard 6, a student must use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3461 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for writing content standard 6 for a student at the end of grade 4 is the ability to:

- (a) pose questions or identify problems;
- (b) use selected technologies and information sources;
- (c) identify explanations or solutions, and draw a conclusion based on the information; and
- (d) share information in appropriate ways for intended audiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3462 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for writing content standard 6 for a student at the end of grade 8 is the ability to:

- (a) pose questions or identify problems;
- (b) find and use a variety of technologies and information sources;
- (c) identify several explanations or solutions, and draw conclusions based on his/her analysis of the information; and
- (d) share information in appropriate ways for intended audiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3463 BENCHMARK FOR WRITING CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for writing content standard 6 for a student upon graduation is the ability to:

- (a) pose questions or identify problems;

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(b) find, evaluate, and use a variety of technologies and information sources;

(c) identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on his/her analysis and evaluation of the information; and

(d) share information in appropriate ways for intended audiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3464 through 10.54.3486 reserved

10.54.3487 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level of writing demonstrates superior performance. He/she:

(a) writes clearly and effectively by exhibiting strong organization, concrete development, and appropriate conventions/mechanics;

(b) applies and experiments with a variety of skills and strategies in the writing process as he/she develops control of his/her writing;

(c) shares and discusses his/her own writing and the writing of others to help make significant revisions;

(d) writes, with assistance, for a variety of purposes and audiences and easily writes in different genre, including descriptive writing;

(e) frequently proceeds with independent inquiries, with initial guidance; and

(f) often uses a range of resources to seek information, solve problems, and communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3488 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

(a) writes clearly and effectively by organizing the text with a clear beginning, middle, and end;

(b) applies basic skills and strategies in the writing process as he/she develops as a writer;

(c) shares and discusses his/her own writing and the writing of others;

(d) recognizes and regularly practices using various forms of writing;

(e) writes, with assistance, for a variety of purposes and audiences; and

(f) responds to guided inquiry as he/she learns to search out information, solve problems, and communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3489 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) sometimes writes clearly and effectively by organizing text with a basic beginning, middle, and end;

(b) applies basic skills and limited strategies in the writing process as he/she develops as a writer;

(c) sometimes shares and discusses his/her writing and the writing of others to make limited changes in the text;

(d) recognizes and begins to write, with assistance, in basic forms of writing, including descriptive writing;

(e) writes for a specific purpose and with some sense of audience; and

(f) conducts inquiries, with support, to find information to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3490 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) writes with limited clarity or effectiveness;

(b) shows some emerging level of organization;

(c) demonstrates limited awareness of the structure of his/her writing;

(d) requires frequent guidance to apply basic skills and limited strategies as he/she learns to write;

(e) shares his/her writing although his/her discussion usually lacks substance or focus;

(f) requires guidance to recognize various forms of writing, including descriptive writing;

(g) writes with a limited purpose, often showing no awareness of audience; and

(h) needs assistance to conduct inquiries, find information, and communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3491 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level of writing demonstrates superior performance. He/she:

(a) writes clearly and effectively by independently applying a range of skills and strategies to revise his/her writing;

(b) eagerly seeks feedback to evaluate his/her writing and reflect on his/her growth as a writer;

(c) identifies variations within writing forms and experiments as he/she applies these characteristics to his/her writing and in an expanded range of genre, including narrative writing;

(d) successfully writes for a variety of purposes and audiences;

(e) initiates his/her own inquiries; and

(f) uses current technologies and information sources to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3492 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

(a) writes clearly and effectively by applying a range of skills and strategies in the writing process;

(b) demonstrates the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer;

(c) typically recognizes the structures of various forms of writing and applies these characteristics as he/she writes for a variety of purposes and audiences and in an expanded range of genre, including narrative writing; and

(d) initiates his/her own inquiries and uses current technologies and information sources to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3493 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) occasionally writes clearly and effectively by applying, with assistance, a range of skills and strategies in the writing process;

(b) sometimes demonstrates the ability to evaluate writing and reflects on his/her growth as a writer;

(c) recognizes and applies some characteristics of some forms of writing;

(d) writes for a narrow range of purposes and audiences, and has limited practice in narrative writing;

(e) sometimes initiates his/her own inquiries; and

(f) uses current and emerging technologies and information sources to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3494 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) rarely writes clearly and effectively without assistance;

(b) applies a limited range of skills and strategies in the writing process;

(c) is reluctant to revise and needs assistance to evaluate his/her writing;

(d) demonstrates confusion about forms and has difficulty applying the characteristics to his/her writing;

(e) often lacks purpose and needs guidance to identify an audience or practice in narrative writing at a basic level;

(f) requires direction and support to conduct inquiries; and

(g) often uses current and emerging technologies and information sources to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3495 ADVANCED WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of writing demonstrates superior performance. He/she:

(a) consistently writes clearly and effectively, often about sophisticated subjects;

(b) applies a range of skills and strategies in the writing process, eagerly seeking and responding to feedback and polishing his/her writing;

(c) independently evaluates writing and reflects on his/her growth as a writer;

(d) recognizes different levels of meaning as well as sophisticated variations within forms of writing;

(e) takes risks and applies these characteristics to his/her own writing;

(f) writes fluently for a variety of purposes and in different genre, including expository and persuasive, usually satisfying audiences;

(g) demonstrates self-directed inquiry; and

(h) makes effective use of current and emerging technologies and information sources to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3496 PROFICIENT WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level of writing demonstrates solid academic performance. He/she:

(a) writes clearly and effectively by applying a range of skills and strategies in the writing process;

(b) often seeks and responds to feedback to evaluate and revise writing, as well as reflect on his/her growth as a writer;

(c) recognizes variations within the forms and often identifies different levels of meaning;

(d) occasionally takes risks when applying these characteristics to write for a variety of purposes and audiences, and in different genre, including expository and persuasive writing;

(e) initiates his/her own inquiries; and

(f) uses current and emerging technologies and information sources to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3497 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) often writes clearly and effectively by applying a limited range of skills and strategies;

(b) still needs assistance to revise work in response to feedback;

(c) often needs guidance to evaluate work and reflect on his/her growth as a writer;

(d) recognizes the forms of writing and applies basic characteristics to his/her own writing;

(e) writes for a limited range of purposes and audiences, and has some experience writing in different genre, including expository and persuasive writing;

(f) conducts inquiries, with assistance; and

(g) uses current technologies and information sources to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3498 NOVICE WRITING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

(a) occasionally writes clearly at a basic level by applying selected skills and strategies;

(b) needs assistance to write effectively;

(c) is reluctant to revise and needs guidance to evaluate his/her writing or respond to feedback;

(d) demonstrates limited understanding of his/her growth as a writer;

(e) recognizes basic forms of writing and applies some basic characteristics to his/her writing;

(f) often lacks purpose in writing, including expository and persuasive, and writes for a limited audience;

(g) seldom conducts inquiries; and

(h) uses current technologies and information sources, with assistance, to communicate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapter 35 Reserved

Sub-Chapter 36

Speaking and Listening Content and Performance Standards

10.54.3601 through 10.54.3609 reserved

10.54.3610 SPEAKING AND LISTENING CONTENT STANDARD 1

(1) To satisfy the requirements of speaking and listening content standard 1, a student must demonstrate knowledge and understanding of the communication process. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3611 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 1 for a student at the end of grade 4 is the ability to:

(a) recognize the important role of speaking and listening in daily life; and

(b) identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and the listener. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3612 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 1 for a student at the end of grade 8 is the ability to:

(a) observe and describe the importance of speaking and listening in personal relationships; and

(b) identify and define the components of the communication process. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3613 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for speaking and listening content standard 1 for a student upon graduation is the ability to:

(a) explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions; and

(b) identify and analyze the relationships among the components of the communication process. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3614 through 10.54.3619 reserved

10.54.3620 SPEAKING AND LISTENING CONTENT STANDARD 2

(1) To satisfy the requirements of speaking and listening content standard 2, a student must distinguish among and use appropriate types of speaking and listening for a variety of purposes. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3621 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 2 for a student at the end of grade 4 is the ability to:

(a) recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);

(b) demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations;

(c) speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions);

(d) identify and appropriately use different types of presentations (e.g., storytelling, narrative, description); and

(e) identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3622 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 2 for a student at the end of grade 8 is the ability to:

(a) analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);

(b) demonstrate appropriate speaking and listening behaviors in communicating with various audiences;

(c) speak and listen effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages);

(d) identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals); and

(e) identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3623 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for speaking and listening content standard 2 for a student upon graduation is the ability to:

(a) explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages);

(b) demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences;

(c) speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions);

(d) identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, interpersonal endeavors); and

(e) identify and use different types of listening appropriate to the listening situation (e.g., critical listening). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3624 through 10.54.3629 reserved

10.54.3630 SPEAKING AND LISTENING CONTENT STANDARD 3

(1) To satisfy the requirements of speaking and listening content standard 3, a student must apply a range of skills and strategies to speaking and listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3631 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 3 for a student at the end of grade 4 is the ability to:

(a) communicate in a focused and organized manner;

(b) select and use appropriate verbal language to convey intended meaning;

(c) identify and begin to use appropriate verbal and non-verbal skills to enhance presentations and manage communication anxiety;

(d) monitor understanding by identifying and using strategies (e.g., asking relevant questions, restating information);

(e) distinguish new from familiar material, significant from insignificant information, fact from opinion, and fantasy from reality;

(f) draw connections between one's experiences, information, and insights, and experiences communicated by others;

(g) identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images; and

(h) identify, anticipate, and manage barriers to listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3632 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 3 for a student at the end of grade 8 is the ability to:

(a) communicate with a clear purpose, well-developed organization, and support from a variety of sources;

(b) use verbal language appropriate to occasion, audience, and topic;

(c) explain and appropriately use verbal and non-verbal skills to enhance presentations and manage communication anxiety;

(d) monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues);

(e) distinguish information from persuasion, and logic from emotion;

(f) compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations;

(g) compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., same selection interpreted by different performers); and

(h) identify, anticipate, and manage barriers to listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3633 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for speaking and listening content standard 3 for a student upon graduation is the ability to:

(a) communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions;

(b) use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion, and task;

(c) apply, analyze, and evaluate effective verbal and non-verbal skills to enhance presentations and manage communication anxiety;

(d) monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues);

(e) recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages;

(f) compare and contrast one's experiences, information, and insights with the message in a variety of communication situations;

(g) analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion; and

(h) identify, anticipate, and manage barriers to listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3634 through 10.54.3639 reserved

10.54.3640 SPEAKING AND LISTENING CONTENT STANDARD 4

(1) To satisfy the requirements of speaking and listening content standard 4, a student must identify, analyze, and evaluate the impacts of effective speaking and evaluative listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3641 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for speaking and listening content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify the characteristics of effective speaking and listening;

(b) reflect on one's effectiveness as a speaker and as a listener, and set personal goals; and

(c) show respect for the feelings and values of others when speaking and listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3642 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for speaking and listening content standard 4 for a student at the end of grade 8 is the ability to:

(a) analyze and apply the characteristics of effective speaking and evaluative listening;

(b) use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and

(c) explain the importance of speaking and listening in our democratic society within a culturally diverse world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3643 BENCHMARK FOR SPEAKING AND LISTENING CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for speaking and listening content standard 4 for a student upon graduation is the ability to:

(a) analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media;

(b) use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals; and

(c) analyze the legal and ethical issues associated with responsible communication. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3644 through 10.54.3686 reserved

10.54.3687 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in speaking and listening demonstrates superior performance. He/she:

(a) displays extensive understanding of the importance of one's roles and responsibilities when speaking and listening in daily life;

(b) effectively uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;

(c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);

(d) fluently applies a range of skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);

(e) effectively examines the characteristics of enjoyable listening experiences;

(f) consistently identifies characteristics of effective speaking and listening and appropriately modifies own behavior; and

(g) shows respect for the feelings and values of others when speaking and listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3688 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in speaking and listening demonstrates solid academic performance. He/she:

(a) recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;

(b) uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;

(c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);

(d) applies a range of speaking skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);

(e) examines the characteristics of enjoyable listening experiences;

(f) identifies characteristics of effective speaking and listening and appropriately modifies own communication behavior; and

(g) shows respect for the feelings and values of others when speaking and listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3689 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficient speaking and listening. He/she:

(a) sometimes recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;

(b) sometimes uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;

(c) applies a limited range of speaking skills and strategies, but is not always focused, organized, or clear in delivery;

(d) applies a limited range of listening skills and strategies, but is not always effective in questioning, restating, distinguishing types of information, or drawing connections to one's experiences;

(e) enjoys some listening and is beginning to identify the characteristics of enjoyable listening experiences;

(f) begins to identify the characteristics of effective speaking and listening, but infrequently modifies communication behavior; and

(g) shows some respect for the feelings and values of others when speaking and listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3690 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

(a) is beginning to recognize the importance of one's roles and responsibilities when speaking and listening in daily life;

(b) seldom uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;

(c) sometimes applies a limited range of speaking skills and strategies, but is seldom focused, organized, or clear in delivery;

(d) sometimes applies a limited range of listening skills and strategies, but has difficulty questioning, restating, distinguishing types of information, or drawing connections to one's experiences;

(e) enjoys some listening experiences, but has difficulty identifying the characteristics of the presentations;

(f) identifies a limited number of the characteristics of effective speaking and listening, and shows a limited ability to modify communication behavior; and

(g) shows little respect for the feelings and values of others when speaking and listening. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3691 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level of speaking and listening demonstrates superior performance. He/she:

(a) displays extensive understanding of communication as an important process and communicates easily to develop and maintain personal relationships;

(b) effectively chooses appropriate types of speaking and listening for a variety of purposes;

(c) uses a complex range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);

(d) uses a complex range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

(e) thoughtfully compares and contrasts enjoyable listening experiences;

(f) analyzes communication impacts and effectively modifies speaking and listening behaviors; and

(g) displays extensive understanding of the complexity of communication in our democratic society within a culturally diverse world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3692 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level of speaking and listening demonstrates solid academic performance. He/she:

(a) describes speaking and listening as important processes, and uses communication to develop and maintain personal relationships;

(b) recognizes and applies appropriate types of speaking and listening for a variety of purposes;

(c) applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);

(d) applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

(e) compares and contrasts enjoyable listening experiences;

(f) analyzes communication impacts and selects modifications to speaking and listening behaviors; and

(g) consistently identifies and describes the importance of communication in our democratic society within a culturally diverse world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3693 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in speaking and listening demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

(a) sometimes recognizes speaking and listening as important processes and uses communication, with assistance, to develop and maintain personal relationships;

(b) sometimes recognizes and applies, with assistance, appropriate types of speaking and listening for a variety of purposes;

(c) sometimes applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);

(d) sometimes applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

(e) contrasts, but seldom compares enjoyable listening experiences;

(f) sometimes identifies communication impacts, but has difficulty modifying speaking and listening behaviors; and

(g) has limited recognition of the importance of communication in our democratic society within a culturally diverse world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3694 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

(a) seldom recognizes speaking and listening as important processes and has difficulty communicating to develop and maintain personal relationships;

(b) recognizes and applies appropriate types of speaking and listening for limited purposes;

(c) applies a limited range of speaking skills and strategies (e.g., clear purpose, controlled organization, varied support, appropriate language);

(d) applies a limited range of listening skills and strategies (e.g., inquiry, note taking, summarizing), and has difficulty distinguishing between information and opinion, and relating messages to one's experiences;

(e) recognizes the obvious, but incompletely contrasts and seldom compares enjoyable listening experiences;

(f) is beginning to understand communication impacts, and selects limited modifications to speaking and listening behaviors; and

(g) has limited understanding of the importance of communication in our democratic society within a culturally diverse world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3695 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of speaking and listening demonstrates superior performance. He/she:

(a) displays extensive understanding of speaking and listening as important processes used to create meaning and influence thought and decision-making;

(b) effectively distinguishes and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;

(c) effectively applies speaking skills and strategies, creating a well-organized and thoroughly developed message using appropriate verbal and nonverbal language;

(d) effectively applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);

(e) thoroughly and effectively interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;

(f) thoroughly analyzes and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and

(g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3696 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient speaking and listening level demonstrates solid academic performance. He/she:

(a) displays understanding of speaking and listening as important processes that create meaning and influence thought and decision-making;

(b) makes reasonable distinctions and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;

(c) applies a range of speaking skills and strategies, creating an organized and completely developed message using appropriate verbal and nonverbal language;

(d) applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);

(e) often interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;

(f) almost always identifies, analyzes, and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and

(g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3697 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

(a) often recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;

(b) sometimes distinguishes among appropriate types of speaking and listening used by self and others, but needs assistance to choose appropriate type for audiences, purposes, and situations;

(c) sometimes applies a range of speaking skills and strategies, and creates, with assistance, an organized message using appropriate verbal and nonverbal language;

(d) sometimes applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);

(e) describes appreciative listening experiences with minimal analysis and evaluation of the presentation;

(f) sometimes identifies and analyzes the impact of presentations on self and others, but needs assistance to use feedback to adjust speaking and listening behaviors; and

(g) demonstrates limited sensitivity to the legal and ethical issues associated with communication. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3698 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

(a) sometimes recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;

(b) seldom distinguishes among appropriate types of speaking and listening for a limited range of audiences, purposes, and situations;

(c) applies a limited range of speaking skills and strategies, but has difficulty, even with assistance, creating an organized message using appropriate verbal and nonverbal language;

(d) applies a limited range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);

(e) begins to describe appreciative listening experiences by analyzing, with assistance, the presentation;

(f) identifies and analyzes, with assistance, the impact of presentations on self and others, but seldom uses feedback to adjust speaking and listening behaviors; and

(g) begins to demonstrate some sensitivity to the legal and ethical issues associated with communication. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapter 37 Reserved

Sub-Chapter 38

Media Literacy Content and Performance Standards

10.54.3801 through 10.54.3809 reserved

10.54.3810 MEDIA LITERACY CONTENT STANDARD 1 (1) To satisfy the requirements of media literacy content standard 1, a student must recognize that media messages are constructed using specific techniques which manipulate sound, image, text, and movement to convey meaning. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3811 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 1 for a student at the end of grade 4 is the ability to recognize that media messages are constructed for specific purposes (e.g., entertain, persuade, inform). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3812 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 1 for a student at the end of grade 8 is the ability to analyze how media content is influenced by media form. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3813 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for media literacy content standard 1 for a student upon graduation is the ability to evaluate and compare how media forms, content, and products are constructed for specific audiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3814 through 10.54.3819 reserved

10.54.3820 MEDIA LITERACY CONTENT STANDARD 2 (1) To satisfy the requirements of media literacy content standard 2, a student must distinguish among and use appropriate types of media for a variety of purposes. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3821 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 2 for a student at the end of grade 4 is the ability to:

(a) recognize and use various media for information, entertainment, and persuasion; and

(b) identify the way media have changed through history. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3822 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 2 for a student at the end of grade 8 is the ability to:

(a) select and apply appropriate media to a task or topic; and

(b) compare the historical and cultural differences in media. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3823 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for media literacy content standard 2 for a student upon graduation is the ability to:

(a) analyze the appropriateness of various media to specific purposes and audiences and predict outcomes; and

(b) analyze and evaluate the ways in which one form of media influences other forms and responds to the social and political climate of the times. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3824 through 10.54.3829 reserved

10.54.3830 MEDIA LITERACY CONTENT STANDARD 3 (1) To satisfy the requirements of media literacy content standard 3, a student must apply knowledge, skills, and strategies to design and create media messages. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3831 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 3 for a student at the end of grade 4 is the ability to:

- (a) create age appropriate media messages (e.g., skits, videos, advertisements); and
- (b) identify strengths and weaknesses of personal media messages. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3832 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 3 for a student at the end of grade 8 is the ability to:

- (a) design or create media messages that integrate images, music, sound effects, graphics, etc.; and
- (b) analyze and evaluate strengths and weaknesses of personal media messages. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3833 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for media literacy content standard 3 for a student upon graduation is the ability to:

- (a) design, create, and display media messages in a variety of forms, targeting different audiences and purposes; and
- (b) evaluate the technical and aesthetic appeal of personal media messages, modifying the message appropriately. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3834 through 10.54.3839 reserved

10.54.3840 MEDIA LITERACY CONTENT STANDARD 4 (1) To satisfy the requirements of media literacy content standard 4, a student must identify, analyze, and evaluate the impacts of media on individuals and societies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3841 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for media literacy content standard 4 for a student at the end of grade 4 is the ability to:

- (a) recognize that rules and laws exist to govern the use of all media and respond appropriately;

(b) identify fact, fiction, and opinion in various media messages; and

(c) recognize that all media influence individuals and society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3842 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for media literacy content standard 4 for a student at the end of grade 8 is the ability to:

(a) analyze the individual and social consequences of unethical use of media;

(b) analyze point of view and embedded values in media messages; and

(c) illustrate how media influence the way meanings and perception of reality are created and shared. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3843 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for media literacy content standard 4 for a student upon graduation is the ability to:

(a) assume personal accountability for responsible media use (e.g., adherence to copyright laws, proper attention to citations);

(b) evaluate the origin, authority, accuracy, bias and distortion of information, and ideas in media; and

(c) analyze media's influence on governmental, social, and cultural norms and the impact on democratic processes. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3844 through 10.54.3886 reserved

10.54.3887 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the advanced level of media literacy demonstrates superior performance. He/she:

(a) consistently recognizes that media messages are constructed;

(b) effectively creates compelling media messages and completes detailed evaluation of strengths and weaknesses;

(c) displays extensive understanding of the use of media for a variety of purposes and the ways media have changed; and

(d) identifies and clearly describes media's influences and rules, and easily distinguishes among fact, fiction, and opinion. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3888 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the proficient level of media literacy demonstrates solid academic performance. He/she:

- (a) recognizes that media messages are constructed;
- (b) creates appropriate media messages and evaluates them for strengths and weaknesses;
- (c) consistently recognizes and uses media for a variety of purposes and identifies the ways media have changed; and
- (d) identifies media's influence and rules, and distinguishes among fact, fiction, and opinion. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3889 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

- (a) often recognizes that media messages are constructed;
- (b) creates, with assistance, appropriate media messages, and identifies some strengths and weaknesses;
- (c) sometimes recognizes and uses media for a variety of purposes, and identifies some ways media have changed; and
- (d) recognizes media's influence and rules and, with assistance, distinguishes among fact, fiction, and opinion at a limited level. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3890 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (1) A fourth-grade student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

- (a) recognizes, with assistance, that media messages are constructed;
- (b) has difficulty constructing appropriate media messages and rarely identifies strengths and weaknesses;

(c) recognizes, but seldom uses media for a variety of purposes and has difficulty identifying the ways media have changed; and

(d) incompletely recognizes media's influence and rules, and seldom distinguishes among fact, fiction, and opinion. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3891 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the advanced level of media literacy demonstrates superior performance. He/she:

(a) independently and effectively analyzes how media content is influenced by media form;

(b) flexibly applies appropriate skills and strategies to effectively produce, analyze, and evaluate well-developed media messages;

(c) displays extensive understanding of the historical and cultural differences in media and consistently selects appropriate media for a task or topic; and

(d) displays a highly developed understanding of the points of view, consequences, and influences of media. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3892 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the proficient level of media literacy demonstrates solid academic performance. He/she:

(a) analyzes how media content is influenced by media form;

(b) applies appropriate skills and strategies to effectively produce, analyze, and evaluate media messages;

(c) compares historical and cultural differences in media and selects appropriate media for a task or topic; and

(d) displays a complete understanding of the points of view, consequences, and influences of media. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3893 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

- (a) recognizes, but incompletely analyzes how media content is influenced by media form;
- (b) sometimes applies appropriate skills and strategies to produce media messages;
- (c) describes historical and cultural differences in media, and sometimes selects appropriate media for a task or topic; and
- (d) shows a limited understanding of the points of view, consequences, and influences of media. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3894 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1) An eighth-grade student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

- (a) recognizes how media content is influenced by media form;
- (b) applies, with assistance, a limited range of skills and strategies to produce media messages;
- (c) describes, with assistance, historical and cultural differences in media but has difficulty selecting appropriate media for a task or topic; and
- (d) lacks coherent understanding of the points of view, consequences, and influences of media. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3895 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level of media literacy demonstrates superior performance. He/she:

- (a) thoroughly and independently evaluates and compares how different media messages are constructed;
- (b) displays originality and ease in creating, critically evaluating, and eagerly modifying the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) analyzes and evaluates the appropriateness and influences of media at a complex level; and
- (d) is consistently accountable in the ethical use of media, and thoroughly and thoughtfully analyzes and evaluates media's content, influences, and impact. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3896 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level of media literacy demonstrates solid academic performance. He/she:

(a) evaluates and compares how different media messages are constructed;

(b) creates, evaluates, and modifies the technical and aesthetic aspects of media messages for different audiences and purposes;

(c) effectively analyzes and evaluates the appropriateness and influences of various media; and

(d) is accountable in the ethical use of media, and erratically compares and evaluates media's content, influences, and impact. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3897 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level of media literacy demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in media literacy. He/she:

(a) sometimes evaluates and compares how different media messages are constructed;

(b) creates, but seldom evaluates or modifies the technical and aesthetic aspects of media messages for different audiences and purposes;

(c) incompletely analyzes and evaluates the appropriateness and influences of various media; and

(d) is sometimes accountable in the ethical use of media, and sometimes evaluates media's content, influences, and impact. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.3898 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level of media literacy is beginning to attain the prerequisite knowledge and skills fundamental at each benchmark in media literacy. He/she:

(a) shows limited ability to compare how different media messages are constructed;

(b) sometimes constructs, but rarely evaluates or modifies the technical and aesthetic aspects of media messages for different audiences and purposes;

(c) is beginning to analyze and evaluate the appropriateness and influences of media; and

(d) is inconsistently accountable in the ethical use of media, and seldom evaluates media's content, influences, and impact. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapter 39 Reserved

Sub-Chapter 40

Mathematics Content and Performance Standards

10.54.4001 through 10.54.4009 reserved

10.54.4010 MATHEMATICS CONTENT STANDARD 1 (1) To satisfy the requirements of mathematics content standard 1, a student must be able to demonstrate that he/she engages in the mathematical processes of problem solving and reasoning, estimation, communication, connections and applications, and uses appropriate technology. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 4 (1) The benchmark for mathematics content standard 1 for a student at the end of grade 4 is the ability to:

(a) solve problems from many contexts using a variety of strategies (e.g., estimate, make a table, look for a pattern, simplify the problem) and explain the methods for solving these problems;

(b) apply estimation strategies throughout the problem-solving process;

(c) communicate mathematical ideas in a variety of ways (e.g., written, verbal, concrete, pictorial, graphical, algebraic);

(d) recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school; and

(e) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, and computer. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 8 (1) The benchmark for mathematics content standard 1 for a student at the end of grade 8 is the ability to:

(a) formulate and solve multi-step and nonroutine problems using a variety of strategies and generalize methods to new problem situations;

(b) select and apply appropriate estimation strategies throughout the problem-solving process;

(c) interpret and communicate mathematical ideas and logical arguments using correct mathematical terms and notations;

(d) recognize and investigate the relevance and usefulness of mathematics through applications, both in and out of school; and

(e) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for mathematics content standard 1 for a student upon graduation is the ability to:

(a) recognize and formulate problems from situations within and outside mathematics and apply solution strategies to those problems;

(b) select, apply, and evaluate appropriate estimation strategies throughout the problem-solving process;

(c) formulate definitions, make and justify inferences, express generalizations, and communicate mathematical ideas and relationships;

(d) apply and translate among different representations of the same problem situation or of the same mathematical concept;

(e) model connections between problem situations that arise in disciplines other than mathematics; and

(f) select and use appropriate technology to enhance mathematical understanding. Appropriate technology may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4014 through 10.54.4019 reserved

10.54.4020 MATHEMATICS CONTENT STANDARD 2 (1) To satisfy the requirements of mathematics content standard 2, a student must be able to demonstrate that he/she has an understanding of and an ability to use numbers and operations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 2 for a student at the end of grade 4 is the ability to:

- (a) exhibit connections between the concrete and symbolic representation of a problem or concept;
- (b) use the number system by counting, grouping, and applying place value concepts;
- (c) model, explain, and use basic facts, the operations of addition and subtraction of whole numbers, and mental mathematics;
- (d) model and explain multiplication and division of whole numbers; and
- (e) model and explain part/whole relationships in everyday situations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 2 for a student at the end of grade 8 is the ability to:

- (a) use the four basic operations with whole numbers, fractions, decimals, and integers;
- (b) use mental mathematics and number sense in using order of operations and order relations for whole numbers, fractions, decimals, and integers;
- (c) use the relationships and applications of ratio, proportion, percent, and scientific notation; and
- (d) develop and apply number theory concepts (e.g., primes, factors, multiples) in real-world and mathematical problem situations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for mathematics content standard 2 for a student upon graduation is the ability to:

- (a) use and understand the real number system, its operations, notations, and the various subsystems; and
- (b) use definitions and basic operations of the complex number system. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4024 through 10.54.4029 reserved

10.54.4030 MATHEMATICS CONTENT STANDARD 3 (1) To satisfy the requirements of mathematics content standard 3, a student must be able to demonstrate that he/she uses algebraic concepts, processes, and language to model and solve a variety of real-world and mathematical problems. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 3 for a student at the end of grade 4 is the ability to:

- (a) use symbols (e.g., boxes or letters) to represent numbers in simple situations;
- (b) explore the use of variables and open sentences to express relationships (e.g., missing addend); and
- (c) use inverse operations and other strategies to solve number sentences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 3 for a student at the end of grade 8 is the ability to:

- (a) understand the concepts of variable, expression, and equation;
- (b) represent situations and number patterns using tables, graphs, verbal rules, equations, and models;
- (c) recognize and use the general properties of operations (e.g., the distributive property);
- (d) solve linear equations using concrete, numerical, and algebraic methods; and
- (e) investigate inequalities and nonlinear relationships informally. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for mathematics content standard 3 for a student upon graduation is the ability to:

- (a) use algebra to represent patterns of change;
- (b) use basic operations with algebraic expressions;
- (c) solve algebraic equations and inequalities: linear, quadratic, exponential, logarithmic, and power;
- (d) solve systems of algebraic equations and inequalities, including use of matrices; and

(e) use algebraic models to solve mathematical and real-world problems. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4034 through 10.54.4039 reserved

10.54.4040 MATHEMATICS CONTENT STANDARD 4 (1) To satisfy the requirements of mathematics content standard 4, a student must be able to demonstrate that he/she has an understanding of shape and an ability to use geometry. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 4 for a student at the end of grade 4 is the ability to:

- (a) describe, model, and classify two and three-dimensional shapes;
- (b) investigate and predict results of combining, subdividing, and changing shapes; and
- (c) identify lines of symmetry, congruent and similar shapes, and positional relationships. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 4 for a student at the end of grade 8 is the ability to:

- (a) identify, describe, construct, and compare plane and solid geometric figures;
- (b) understand and apply geometric properties and relationships (e.g., the Pythagorean theorem);
- (c) represent geometric figures on a coordinate grid;
- (d) explore properties and transformations of geometric figures; and
- (e) use geometry as a means of describing the physical world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for mathematics content standard 4 for a student upon graduation is the ability to:

- (a) construct, interpret, and draw three-dimensional objects;

(b) classify figures in terms of congruence and similarity and apply these relationships;

(c) translate between synthetic and coordinate representations;

(d) deduce properties of figures using transformations, coordinates, and vectors in problem solving; and

(e) apply trigonometric ratios (sine, cosine, and tangent) to problem situations involving triangles. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4044 through 10.54.4049 reserved

10.54.4050 MATHEMATICS CONTENT STANDARD 5 (1) To satisfy the requirements of mathematics content standard 5, a student must be able to demonstrate that he/she has an understanding of measurable attributes and an ability to use measurement processes. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4051 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 5 for a student at the end of grade 4 is the ability to:

(a) estimate, measure, and investigate length, capacity, weight, mass, area, volume, time, and temperature;

(b) develop the process of measuring and concepts related to units of measurement, including standard units (English and metric) and nonstandard units;

(c) apply measurement skills to everyday situations; and

(d) select and use appropriate tools and techniques. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4052 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 5 for a student at the end of grade 8 is the ability to:

(a) estimate, make, and use measurements to describe, compare, and/or contrast objects in real-world situations;

(b) select and use appropriate units and tools to measure to a level of accuracy required in a particular setting;

(c) apply the concepts of perimeter, area, volume and capacity, weight and mass, angle measure, time, and temperature;

(d) demonstrate understanding of the structure and use of systems of measurement, including English and metric;

(e) use the concepts of rates and other derived and indirect measurements; and

(f) demonstrate relationships between formulas and procedures for determining area and volume. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4053 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for mathematics content standard 5 for a student upon graduation is the ability to:

(a) apply concepts of indirect measurements (e.g., using similar triangles to calculate a distance);

(b) use dimensional analysis to check reasonableness of procedures;

(c) investigate systems of derived measures (e.g., km/sec, g/cm³); and

(d) apply the appropriate concepts of estimates in measurement, error in measurement, tolerance, and precision. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4054 through 10.54.4059 reserved

10.54.4060 MATHEMATICS CONTENT STANDARD 6 (1) To satisfy the requirements of mathematics content standard 6, a student must be able to demonstrate that he/she has an understanding of and an ability to use data analysis, probability, and statistics. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4061 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 6 for a student at the end of grade 4 is the ability to:

(a) collect, organize, and display data;

(b) construct, read, and interpret displays of data, including graphs;

(c) formulate and solve problems that involve collecting and analyzing data; and

(d) demonstrate basic concepts of chance (e.g., equally likely events, simple probabilities). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4062 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 6 for a student at the end of grade 8 is the ability to:

- (a) systematically collect, organize, and describe data;
- (b) construct, read, and interpret tables, charts, and graphs;
- (c) draw inferences, construct and evaluate arguments based on data analysis and measures of central tendency;
- (d) construct sample spaces and determine the theoretical and experimental probabilities of events; and
- (e) make predictions based on experimental results or probabilities. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4063 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for mathematics content standard 6 for a student upon graduation is the ability to:

- (a) use curve fitting to make predictions from data;
- (b) apply measures of central tendency and demonstrate understanding of the concepts of variability and correlation;
- (c) select an appropriate sampling method for a given statistical analysis;
- (d) use experimental probability, theoretical probability, and simulation methods to represent and solve problems, including expected values;
- (e) design a statistical experiment to study a problem and communicate the outcomes; and
- (f) describe, in general terms, the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4064 through 10.54.4069 reserved

10.54.4070 MATHEMATICS CONTENT STANDARD 7 (1) To satisfy the requirements of mathematics content standard 7, a student must be able to demonstrate that he/she has an understanding of and an ability to use patterns, relations, and functions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4071 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 4 (1) The benchmark for mathematics content standard 7 for a student at the end of grade 4 is the ability to:

- (a) recognize, describe, extend, and create a variety of patterns; and
- (b) represent and describe mathematical and real-world relationships. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4072 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 8 (1) The benchmark for mathematics content standard 7 for a student at the end of grade 8 is the ability to:

- (a) describe, extend, analyze, and create a variety of patterns and functions;
- (b) describe and represent relationships with tables, graphs, and rules;
- (c) analyze functional relationships to explain how a change in one quantity results in a change in another;
- (d) use patterns and functions to represent and solve problems; and
- (e) describe functions using graphical, numerical, physical, algebraic, and verbal models or representations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4073 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 UPON GRADUATION (1) The benchmark for mathematics content standard 7 for a student upon graduation is the ability to:

- (a) describe functions and their inverses using graphical, numerical, physical, algebraic, and verbal mathematical models or representations;
- (b) analyze the graphs of the families of polynomial, rational, power, exponential, logarithmic, and periodic functions;
- (c) analyze the effects of parameter changes on the graphs of functions and relations, including translations;
- (d) model real-world phenomena with a variety of functions; and
- (e) use graphing for parametric equations, three-dimensional equations, and recursive relations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4074 through 10.54.4086 reserved

10.54.4087 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in mathematics demonstrates superior performance. He/she:

(a) demonstrates self-motivation and emerging independence as a learner;

(b) accurately selects and uses problem-solving strategies;

(c) presents well-organized solutions and communicates in ways that exceed requirements;

(d) uses whole numbers accurately and fluently to estimate, compute, and determine whether results are accurate and reasonable;

(e) effectively applies basic algebraic concepts and clearly communicates representations in a variety of ways;

(f) examines relationships of shapes in the physical world and makes generalizations;

(g) selects and accurately uses appropriate tools for measurement;

(h) accurately predicts and makes reasonable decisions based on data; and

(i) articulately and fluently communicates representations, analyzes patterns, and clearly describes relationships, and applies them to varied situations.

(History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4088 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she:

(a) selects and effectively uses appropriate problem-solving strategies;

(b) consistently presents organized solutions;

(c) uses whole numbers to estimate, compute, and determine whether results are accurate;

(d) applies basic algebraic concepts and consistently communicates representations in a variety of ways;

(e) consistently examines and accurately uses relationships of shapes in the physical world;

(f) determines measurable attributes of objects and selects appropriate tools for measurement;

(g) consistently predicts and makes reasonable decisions based on data; and

(h) consistently uses a variety of patterns and describes their relationships. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.4089 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:

- (a) sometimes selects and uses appropriate problem-solving strategies;
- (b) sometimes presents organized solutions, but often with limited supporting information;
- (c) uses whole numbers to estimate and compute, and results are usually reasonable;
- (d) sometimes applies basic algebraic concepts, but seldom communicates representations;
- (e) examines some shapes in the physical world, and sometimes sees relationships;
- (f) determines measurable attributes of objects, but does not always select appropriate tools for measurement;
- (g) often makes inconsistent predictions and inaccurate decisions based on data; and
- (h) uses a limited range of patterns, and sometimes describes relationships within those patterns. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4090 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. He/she:

- (a) selects and uses only a few problem-solving strategies;
- (b) often presents poorly organized solutions, often without supporting information or explanation;
- (c) lacks clarity and coherence when communicating mathematical concepts;
- (d) uses whole numbers to estimate and compute, but is frequently inaccurate;
- (e) sometimes determines whether results are reasonable;
- (f) demonstrates a basic algebraic understanding of concrete and symbolic representations, but often misconceptions are present;
- (g) describes, models, and classifies some shapes;
- (h) determines some measurable attributes of objects, but often does not select appropriate tools for measurement;
- (i) sometimes predicts, but often makes inaccurate decisions based on data; and

(j) recognizes and represents a limited range of patterns and describes relationships within those patterns, but is frequently inaccurate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4091 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level in mathematics demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and independence as a learner;
- (b) is accurate and fluent when applying mathematical processes;
- (c) effectively uses multiple strategies and extends concepts to new situations;
- (d) explores hypothetical questions and articulates valid arguments;
- (e) applies and extends rational numbers, proportionality, and algebraic concepts to solve real and theoretical problems;
- (f) applies complex measurement and geometric relationships to hypothetical situations;
- (g) consistently makes accurate predictions and decisions based on basic probability and statistics; and
- (h) recognizes interconnections within and outside mathematics. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4092 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she:

- (a) effectively applies mathematical processes correctly to solve a variety of problems;
- (b) applies mathematics in a variety of contexts;
- (c) uses rational numbers, proportionality, and algebraic concepts to represent and accurately solve mathematical problems;
- (d) consistently and accurately uses complex measurement, geometric relationships, and properties to describe the physical world;
- (e) formulates logical arguments using appropriate mathematical ideas; and
- (f) consistently makes reasonable predictions and decisions based on basic probability and statistics. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4093 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:

(a) often uses incomplete and incorrect mathematical processes to solve problems, often inaccurately;

(b) communicates mathematical ideas, but often inaccurately;

(c) makes connections, but does not generalize and often his/her arguments lack appropriate supporting mathematical ideas;

(d) sometimes understands and correctly uses numbers, operations, patterns, relations, and functions;

(e) sometimes uses inaccurate or incomplete representations of rational numbers, proportionality, and algebraic concepts to solve mathematical problems;

(f) sometimes has difficulty recognizing complex measurement and geometric relationships and properties which result in inaccurate solutions; and

(g) makes simple predictions and decisions based on basic probability and statistics. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4094 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental to each benchmark in mathematics. He/she:

(a) demonstrates limited and incomplete use of mathematical processes;

(b) communicates mathematical ideas, but they are often limited and incomplete;

(c) sometimes uses numbers, operations, patterns, relations, and functions accurately;

(d) makes only immediate, concrete, mathematical connections;

(e) seldom uses algebraic concepts to solve problems; and

(f) makes simple and inconsistent predictions and decisions, often inaccurately, based on data, and seldom recognizes complex measurement, geometric relationships, or properties. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4095 ADVANCED MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in mathematics demonstrates superior performance. He/she:

(a) is self-motivated, an independent learner, and extends and connects ideas;

(b) is accurate, articulate, and effective when applying mathematical processes;

(c) effectively uses multiple strategies, extends concepts to new situations, and skillfully communicates the results;

(d) explores hypothetical questions, uses complex reasoning to articulate valid arguments, and constructs proofs;

(e) uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;

(f) applies complex measurement and geometric and algebraic relationships to model a variety of problems and situations;

(g) consistently makes accurate and reasonable predictions and decisions based on data, probability, and statistics; and

(h) recognizes interconnections within and outside mathematics. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4096 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in mathematics demonstrates solid academic performance. He/she:

(a) consistently applies mathematical processes correctly to solve a variety of problems and communicate the results;

(b) applies mathematics in a variety of contexts;

(c) consistently uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;

(d) uses complex reasoning to formulate logical arguments and proofs using appropriate mathematical ideas;

(e) consistently applies complex measurement and geometric and algebraic relationships to model a variety of problems and situations;

(f) makes reasonable predictions and decisions based on data, probability, and statistics; and

(g) recognizes interconnections within and outside mathematics. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4097 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in mathematics demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:

(a) applies incomplete and incorrect mathematical processes to solve problems, often inaccurately;

(b) communicates mathematical ideas and sometimes extends them, but often inaccurately;

(c) sometimes understands and uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theoretical problems;

(d) sometimes demonstrates difficulty recognizing complex measurement and geometric and algebraic relationships which result in inaccuracies;

(e) sometimes makes predictions and decisions based on data, probability, and statistics, often inaccurately; and

(f) makes connections, but does not generalize or prove them and often his/her arguments lack appropriate supporting mathematical ideas and careful reasoning. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

10.54.4098 NOVICE MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in mathematics. He/she:

(a) demonstrates limited and incomplete use of mathematical processes and problem-solving strategies;

(b) often uses limited and incomplete reasoning to formulate logical arguments and communicate mathematical ideas;

(c) makes only concrete, mathematical connections;

(d) seldom uses appropriate technology to apply functions, graphs, and algebraic concepts to solve problems;

(e) recognizes, on a limited basis, complex measurement, geometric relationships, and properties; and

(f) makes some predictions and decisions, on a limited basis, based on data, but seldom recognizes statistical or probability concepts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98.)

Sub-Chapters 41 through 49 Reserved

Sub-Chapter 50

Science Content and Performance Standards

10.54.5001 through 10.54.5009 reserved

10.54.5010 SCIENCE CONTENT STANDARD 1 (1) To satisfy the requirements of science content standard 1, a student must be able to design, conduct, evaluate, and communicate scientific investigations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5011 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for science content standard 1 at the end of grade 4 is the ability to:

(a) plan, design, and safely conduct a scientific investigation with identified variables when given a testable question;

(b) select and accurately use appropriate tools to measure standard international or metric units, process, and analyze results of a basic scientific investigation;

(c) represent, communicate, and provide supporting evidence of scientific investigations;

(d) describe relationships among parts of a familiar system (e.g., digestive system, simple machines) and identify and record changes and patterns of changes in the system;

(e) construct models that illustrate simple concepts and compare those models to what they represent; and

(f) communicate results from a controlled experiment that are reproducible. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5012 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for science content standard 1 at the end of grade 8 is the ability to:

(a) identify a question, formulate a hypothesis, control and manipulate variables, devise and safely conduct experiments, predict outcomes, and compare and analyze results;

(b) select and accurately use appropriate equipment and technology to measure standard international or metric units, gather, process, and analyze data from a scientific investigation;

(c) communicate and defend results of investigations, and question results of investigations if different from predicted;

(d) analyze the processes, parts and sub-systems of familiar systems (e.g., electrical circuits, bacteria), and infer cause and effect relationships among components of the system;

(e) create models to illustrate scientific concepts and use the model to predict change (e.g., computer simulation, a stream table, graphic representation); and

(f) distinguish between controlled and uncontrolled experiments by consistency of results. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5013 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for science content standard 1 upon graduation is the ability to:

(a) identify a testable question, formulate a hypothesis based on prior scientific knowledge, identify dependent and independent variables, safely conduct the experiment, and collect and analyze data;

(b) select appropriate means for representing, communicating, and defending results of investigations and scientific and technological arguments using appropriate mathematical analysis and graphical representation;

(c) question conclusions with insufficient supporting evidence, and recognize that the results of a scientific investigation are always open to revision by further experiments;

(d) analyze and apply the concepts of change and equilibrium in a variety of systems (e.g., geochemical systems, global climate);

(e) compare observations of the real world to observations of a constructed model; and

(f) investigate and evaluate science studies and identify strengths and weaknesses in experimental design. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5014 through 10.54.5019 reserved

10.54.5020 SCIENCE CONTENT STANDARD 2 (1) To satisfy the requirements of science content standard 2, a student must be able to demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5021 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for science content standard 2 at the end of grade 4 is the ability to:

(a) examine, describe, compare, and classify tangible objects in terms of common physical properties;

(b) create mixtures and separate them based on different properties (e.g., salt and sand, iron filings and soil, oil and water);

(c) model and explain that matter exists as solids, liquids, and gases and can change from one form to the other;

(d) identify and predict what changes and what remains unchanged when matter experiences an external influence;

(e) identify, build, and describe mechanical systems (e.g., simple and complex machines); and

(f) describe the basic characteristics of light, heat, magnetism, and sound. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5022 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for science content standard 2 at the end of grade 8 is the ability to:

(a) examine, describe, compare, and classify objects and substances based on common physical properties and simple chemical properties;

(b) classify, describe, and model matter in terms of elements, compounds, mixtures, atoms, and molecules;

(c) model and explain that states of matter, solids, liquids, and gases, are dependent upon the quantity of energy present in the system;

(d) identify and predict what will change and what will remain unchanged when matter experiences an external force or energy change;

(e) identify, build, describe, measure, and analyze mechanical systems (e.g., simple and complex machines); and

(f) define energy and compare and contrast the characteristics of light, heat, motion, magnetism, electricity, sound, and mechanical waves. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5023 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for science content standard 2 upon graduation is the ability to:

(a) classify and predict chemical and physical properties of matter (e.g., electrical charge, current, pH);

(b) describe and explain physical interactions of matter using conceptual models (e.g., conservation laws of matter, particle model for gaseous behavior);

(c) identify, measure, calculate, and analyze quantitative and qualitative relationships associated with matter and energy transfer or transformation;

(d) describe and predict chemical reactions and physical interaction of matter using words and symbolic equations;

(e) identify the four fundamental forces (gravity, magnetic, weak nuclear force, and strong nuclear force) of nature and describe the impact of each on matter; and

(f) identify, describe, and explain physical and chemical changes involving the conservation of matter and energy and entropy in a closed system. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5024 through 10.54.5029 reserved

10.54.5030 SCIENCE CONTENT STANDARD 3 (1) To satisfy the requirements of science content standard 3, a student must be able to demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5031 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for science content standard 3 at the end of grade 4 is the ability to:

(a) identify that plants and animals have structures and systems which serve different functions;

(b) identify and describe basic requirements of energy needed and nutritional needs for each human body system;

(c) develop models that trace the life cycles of different plants and animals and discuss how they differ from species to species;

(d) explain cause and effect relationships in living systems and non-living components within ecosystems; and

(e) create and use a classification system to group a variety of plants and animals according to their similarities and differences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5032 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for science content standard 3 at the end of grade 8 is the ability to:

(a) compare the structure and function of prokaryotic cells (bacteria) and eukaryotic cells (plant, animal, etc.);

(b) explain how organisms and systems of organisms obtain and use energy resources to maintain stable conditions and how they respond to stimuli (e.g., photosynthesis, respiration);

(c) communicate the differences in the reproductive processes of a variety of plants and animals using the principles of genetic modeling (e.g., Punet squares);

(d) investigate and explain the interdependent nature of biological systems in the environment and how they are affected by human interaction; and

(e) use a basic classification scheme to identify local plants and animals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5033 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for science content standard 3 upon graduation is the ability to:

(a) investigate and use appropriate technology to demonstrate that all cells have common features as well as differences that determine function and that they are composed of common building blocks (e.g., proteins, carbohydrates, nucleic acids, lipids);

(b) describe and explain the complex processes involved in energy use in cell maintenance, growth, repair, and development;

(c) model the structure of DNA, protein synthesis, and the molecular basis of heredity and how it contributes to the diversity of life;

(d) predict and model the interaction of biotic and abiotic factors, which limit populations (natural selection) and contribute to the change of a species over time (evolution); and

(e) apply a biological classification scheme to infer and discuss the degree of species divergence using local ecosystems. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5034 through 10.54.5039 reserved

10.54.5040 SCIENCE CONTENT STANDARD 4 (1) To satisfy the requirements of science content standard 4, a student must be able to demonstrate knowledge of the composition, structures, processes, and interactions of earth's systems and other objects in space. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5041 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for science content standard 4 at the end of grade 4 is the ability to:

(a) describe and give examples of earth's changing features;

(b) describe the physical properties of earth's basic materials (e.g., soil, rocks, water, gases);

(c) investigate fossils and make inferences about life and the environment long ago;

(d) observe and describe local weather and demonstrate how weather conditions are measured;

(e) identify seasons and explain the difference between weather and climate; and

(f) describe objects in the sky and explain that light and heat come from a star called the sun. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5042 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for science content standard 4 at the end of grade 8 is the ability to:

(a) model and explain the internal structure of the earth and describe the formation and composition of earth's external features in terms of the rock cycle and plate tectonics;

(b) differentiate between rocks and classify rocks by how they are formed;

(c) explain scientific theories about the origin and evolution of the earth by describing how fossils are used as evidence of climatic change over time;

(d) describe the water cycle, the composition and structure of the atmosphere, and the impact of oceans on large scale weather patterns;

(e) describe and model the motion and tilt of earth in relation to the sun, and explain the concept of day, night, seasons, year; and

(f) describe the earth, moon, planets, and other objects in space in terms of size, structure, and movement in relation to the sun. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5043 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for science content standard 4 upon graduation is the ability to:

(a) use the theory of plate tectonics to explain the interrelationship among earthquakes, volcanoes, and sea floor spreading;

(b) identify and classify rocks and minerals based on physical and chemical properties;

(c) relate how evidence from advanced technology applied to scientific investigations (e.g., large telescopes, space-borne observatories) has dramatically impacted our understanding of the origin, size, and evolution of the universe;

(d) collect and analyze local, regional, and global weather-related data in order to make inferences and predictions about weather patterns;

(e) explain the impact of terrestrial, solar, oceanic, and atmospheric conditions on global climatic patterns; and

(f) describe the origin, location, and evolution of stars and their planetary systems related to the solar system, the milky way galaxy, the local galactic group, and the universe. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5044 through 10.54.5049 reserved

10.54.5050 SCIENCE CONTENT STANDARD 5 (1) To satisfy the requirements of science content standard 5, a student must be able to understand how scientific knowledge and technological developments impact society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5051 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR
END OF GRADE 4 (1) The benchmark for science content
standard 5 at the end of grade 4 is the ability to:

(a) give examples of how people use science and
technology;

(b) model scientific collaboration by sharing and
communicating ideas and solutions in a variety of cooperative
settings;

(c) use current scientific knowledge to make inferences
and propose solutions for local environmental problems (e.g.,
recycling, waste management); and

(d) identify a scientific or technological innovation
that benefits the community. (History: Sec. 20-2-114, MCA;
IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p.
2440, Eff. 10/22/99.)

10.54.5052 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR
END OF GRADE 8 (1) The benchmark for science content
standard 5 at the end of grade 8 is the ability to:

(a) identify the specific fields of scientific endeavor
and related occupations within those fields;

(b) model collaborative problem solving and give
examples of how scientific knowledge is shared, critiqued, and
scrutinized by other scientists and the public;

(c) investigate local problems and/or issues and propose
solutions or products that address a need, which considers
variables (e.g., environmental risks); and

(d) apply scientific knowledge and process skills to
understand issues and everyday events. (History: Sec.
20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA;
NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5053 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 UPON
GRADUATION (1) The benchmark for science content standard 5
upon graduation is the ability to:

(a) identify and describe key factors (e.g., technology,
competitiveness, world events) that affect the development and
acceptance of scientific thought;

(b) model the ongoing, collaborative scientific process
of gathering and evaluating information (e.g., assess evidence
for and against theories, look for patterns, devise and retest
different models);

(c) analyze benefits, limitations, costs, consequences,
and ethics involved in using scientific and technological
innovations to make reasoned decisions; and

(d) give examples of scientific innovation challenging commonly held perceptions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5054 through 10.54.5059 reserved

10.54.5060 SCIENCE CONTENT STANDARD 6 (1) To satisfy the requirements of science content standard 6, a student must be able to understand historical developments in science and technology. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5061 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for science content standard 6 at the end of grade 4 is the ability to:

(a) give historical examples of scientific and technological contributions to society; and

(b) describe how scientific inquiry has produced much knowledge about the world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5062 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for science content standard 6 at the end of grade 8 is the ability to:

(a) trace developments that demonstrate scientific knowledge is subject to change as new evidence becomes available; and

(b) identify major milestones in science that have impacted science, technology, and society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5063 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for science content standard 6 upon graduation is the ability to:

(a) give examples of scientific discoveries and describe the interrelationship between technological advances and scientific understanding; and

(b) analyze and illustrate the historical impact of scientific and technological advances. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5064 through 10.54.5086 reserved

10.54.5087 ADVANCED SCIENCE PERFORMANCE STANDARDS FOR
END OF GRADE 4 (1) A fourth-grade student at the advanced
level in science demonstrates superior performance. He/she:

- (a) conducts simple experiments and identifies the variables;
- (b) accurately identifies cause and effect relationships and clearly communicates these observations;
- (c) consistently and accurately selects and uses appropriate tools for measurement of tangible objects;
- (d) identifies and describes specific properties of each state of matter;
- (e) recognizes multiple attributes of living things and tangible objects and classifies objects based on subtle similarities and differences;
- (f) describes and models structures, functions, and processes of living systems;
- (g) thoroughly describes and creatively models the details of earth's features and cycles;
- (h) describes and models characteristics of and changes within physical and mechanical systems;
- (i) independently explores scientific exploration in the news and discusses the possible impacts of past, present, and future scientific exploration on humans and other life; and
- (j) thoughtfully discusses the historical significance of scientists and the impacts of their discoveries on humans today. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5088 PROFICIENT SCIENCE PERFORMANCE STANDARDS FOR
END OF GRADE 4 (1) A fourth-grade student at the proficient
level in science demonstrates solid academic performance.
He/she:

- (a) completes a simple experiment and identifies the manipulated variable, with assistance;
- (b) identifies cause and effect relationships and communicates these observations;
- (c) accurately selects and uses tools for simple measurement of tangible objects;
- (d) identifies and describes properties of each state of matter;
- (e) recognizes attributes of living things and tangible objects and accurately classifies objects based on similarities and differences;
- (f) describes structures, functions, and processes of living systems;

(g) identifies and accurately illustrates earth's features, locating several observable changes of those features;

(h) describes characteristics of and changes within basic physical and mechanical systems; and

(i) shows interest in scientific exploration in the media and discusses the possible impacts of past, present, and future scientific exploration on humans, identifying the visible impacts of their discoveries on humans today. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5089 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

(a) completes a simple experiment, with specific direction, and sometimes identifies the manipulated variable;

(b) describes an observable change, but has difficulty identifying cause and effect relationships;

(c) sometimes selects the appropriate tool and, with assistance, effectively uses devices for simple measurement of solids, liquids, and gases, naming properties of each state of matter;

(d) recognizes basic attributes of living things and tangible objects and classifies objects based on two or more common attributes;

(e) sometimes describes structures, functions, and processes of living systems;

(f) names and describes earth's features, and recognizes some observable changes of those features;

(g) names components of basic physical and mechanical systems;

(h) has some interest in scientific exploration in the media; and

(i) has difficulty relating historical significance of scientists and the impacts of their discoveries on humans today. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5090 NOVICE SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

(a) has difficulty completing a simple experiment and has limited understanding of the concept of variables;

(b) seldom describes an observable change, and rarely identifies cause and effect relationships;

(c) seldom selects the appropriate tool and, even with assistance, has difficulty using devices for simple measurement of solids, liquids, and gases;

(d) has difficulty understanding the states of matter concept;

(e) sometimes recognizes concrete attributes of living things and tangible objects, and groups objects based on two or more common attributes;

(f) gives limited descriptions of the structures, functions, and processes of living systems;

(g) names and, with assistance, describes earth's features and recognizes some observable changes of those features;

(h) sometimes names components of basic physical and mechanical systems;

(i) shows little interest in scientific exploration in the media; and

(j) seldom relates historical significance of scientists and the impacts of their discoveries on humans today. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5091 ADVANCED SCIENCE PERFORMANCE STANDARDS FOR
END OF GRADE 8 (1) An eighth-grade student at the advanced level in science demonstrates superior performance. He/she:

(a) independently formulates and communicates testable questions, and constructs a plan for a controlled experiment;

(b) makes accurate inferences based on observations and data and creatively illustrates how scientific knowledge changes as new evidence and understandings are learned;

(c) uses supporting details to thoughtfully and thoroughly explain the physical world;

(d) predicts reasonable outcomes of changes within a closed system and makes logical connections to events in everyday life;

(e) independently and confidently identifies and classifies organisms using common classification schemes;

(f) thoroughly describes the interdependence of life and the environment, and how changes affect this interrelationship;

(g) accurately observes, uses, and interprets physical, theoretical, and mathematical models to effectively demonstrate and communicate knowledge and understanding;

(h) effectively describes and identifies some examples of how science and technology are the results of human activity throughout history; and

(i) independently seeks new information, connects past to present, and is curious about scientific discovery and its significance. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5092 PROFICIENT SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

(a) often formulates and communicates testable questions and follows a plan for a controlled experiment;

(b) makes logical inferences based on observations and accurately interprets data, providing reasonable examples of how scientific knowledge changes as new evidence and understandings are learned;

(c) describes the physical world, with supporting detail, showing an emerging understanding of changes within a closed system;

(d) identifies and classifies organisms, and has a rudimentary understanding of common classification schemes;

(e) recognizes the interdependence of life and the environment and explains how characteristics of living things change because of the environment;

(f) has an emerging understanding of physical, theoretical, and mathematical models;

(g) describes and identifies local examples of how science and technology are the results of human activity throughout history; and

(h) is often curious about new information and connects past to present. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5093 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

(a) sometimes formulates and communicates testable questions and, with assistance, completes a plan for a controlled experiment;

(b) has difficulty making reasonable inferences, seldom using or interpreting observations or data accurately;

(c) provides concrete examples of how scientific knowledge has changed;

(d) gives concrete explanations to describe the physical world;

(e) shows a limited understanding of changes within a closed system;

(f) often identifies organisms, but is less sure when describing common classification schemes;

(g) provides a limited explanation of the interdependence of life and the environment;

(h) has an emerging understanding of physical models used to illustrate;

(i) describes, with assistance, how science and technology are the results of human activity throughout history; and

(j) is sometimes curious about new information, but seldom seeks it. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5094 NOVICE SCIENCE PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

(a) seldom formulates or communicates testable questions, and requires direct instruction to complete a plan for a controlled experiment;

(b) has difficulty understanding inferences, observations, and data;

(c) seldom provides examples of how scientific knowledge has changed;

(d) gives concrete explanations of the physical world, but seldom describes changes within a closed system;

(e) identifies organisms, but has difficulty defining common classification schemes;

(f) is unable to explain the interdependence of life and the environment;

(g) sometimes uses models to describe a science concept;

(h) seldom makes the connection that science and technology are the results of human activity throughout history; and

(i) seldom expresses interest in, or seeks out new information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5095 ADVANCED SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in science demonstrates superior performance. He/she:

(a) independently plans, conducts, and interprets experimental investigations and communicates results, articulating and supporting inferences that relate to real world applications in physical, life, and earth sciences;

(b) consistently recognizes the interconnections within and outside science, making thoughtful inferences about explorations and experiments;

(c) effectively uses appropriate technology to investigate individually generated problems and/or questions about scientific phenomena when doing physical, theoretical, and mathematical modeling;

(d) adeptly uses inquiry skills to organize, classify, and clearly and thoroughly describe interactions of the biotic and abiotic components of the natural history of life on earth;

(e) clearly describes and analyzes connections and interactions between and among technology, science, and society, applying scientific inquiry and technology skills to comprehend results obtained;

(f) questions validity of scientific endeavors, past and present; and

(g) makes informed decisions about scientific and social issues based on observations, data, and knowledge of the natural world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5096 PROFICIENT SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in science demonstrates solid academic performance. He/she:

(a) often plans and conducts experimental investigations and communicates results that infer real world applications in physical, life, and earth sciences;

(b) recognizes interconnections within and outside science, and often makes inferences about explorations and experiments;

(c) often identifies and constructs models depicting the properties of matter in the physical world using appropriate technology, tools, and skills to investigate individually generated problems and/or questions about scientific phenomena;

(d) organizes and classifies living and nonliving things using common classification schemes, and represents, models, and/or discusses the interactions of the biotic and abiotic components of the earth;

(e) describes connections and interactions between and among technology, science, and society, applying scientific inquiry and technology skills to comprehend results obtained;

(f) clearly articulates the importance of science and the historical significance to question the validity of scientific endeavor, past and present; and

(g) often makes informed decisions about scientific and social issues based on observations, data, and knowledge of the natural world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5097 NEARING PROFICIENCY SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

(a) conducts and communicates results from simple experimental investigations, sometimes inferring real world applications;

(b) recognizes interconnections within and outside science and sometimes makes inferences about explorations and experiments;

(c) identifies and, with assistance, constructs models depicting the properties of matter in the physical world;

(d) uses limited skills with technology to investigate teacher-guided problems and/or questions about scientific phenomena;

(e) organizes and sometimes classifies living and nonliving things using common classification schemes;

(f) identifies, with assistance, and models and discusses the interactions of the biotic and abiotic components of the earth;

(g) occasionally identifies some earth system processes (e.g., water cycle, rock cycle, weather, lunar patterns, solar system), but needs guidance to make inferences about the processes of earth systems based upon direct and indirect evidence;

(h) sometimes communicates connections and interactions between and among technology, science, and society;

(i) sometimes defines the importance of science and its historical importance, but is generally accepting of the validity of scientific endeavor; and

(j) sometimes formulates a decision about scientific and social issues based on observations, data, and knowledge of the natural world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.5098 NOVICE SCIENCE PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

(a) has difficulty conducting and communicating the results from a simple experimental investigation, seldom inferring real world applications;

(b) sometimes recognizes interconnections within and outside science, but struggles to make inferences about explorations and experiments;

(c) makes simple predictions based upon knowledge of matter in the physical world;

(d) selects and uses appropriate technology, with assistance, to investigate teacher-generated problems or questions;

(e) rarely recognizes common classification schemes or relates interactions of the biotic and abiotic components in the environment;

(f) seldom identifies earth processes (e.g., water cycle, rock cycle, weather systems, lunar patterns);

(g) identifies, but inconsistently communicates connections and interactions between and among technology, science, and society;

(h) has difficulty defining the importance of science and its historical significance;

(i) seldom questions the validity of scientific endeavor, past and present; and

(j) seldom makes informed decisions about issues based on observations and knowledge of the natural world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapters 51 through 59 Reserved

Sub-Chapter 60

Social Studies Content and Performance Standards

10.54.6001 through 10.54.6009 reserved

10.54.6010 SOCIAL STUDIES CONTENT STANDARD 1 (1) To satisfy the requirements of social studies content standard 1, a student must access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6011 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 1 for a student at the end of grade 4 is the ability to:

(a) identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) evaluate information quality (e.g., accuracy, relevance, fact or fiction); and

(c) use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6012 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 1 for a student at the end of grade 8 is the ability to:

(a) apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author); and

(c) interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6013 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for social studies content standard 1 for a student upon graduation is the ability to:

(a) analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, distortion of information and ideas); and

(c) synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6014 through 10.54.6019 reserved

10.54.6020 SOCIAL STUDIES CONTENT STANDARD 2 (1) To satisfy the requirements of social studies content standard 2, a student must analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6021 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 2 for a student at the end of grade 4 is the ability to:

(a) explain the purpose and various levels of government;

(b) recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president);

(c) identify the major responsibilities of local, state, tribal, and federal government;

(d) explain how governments provide for needs and wants of people by establishing order and security and managing conflict;

(e) identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others;

(f) describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns); and

(g) explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6022 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 2 for a student at the end of grade 8 is the ability to:

(a) describe the purpose of government and how the powers of government are acquired, maintained and used;

(b) identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government);

(c) identify the significance of tribal sovereignty and Montana tribal governments' relationships to local, state, and federal governments;

(d) analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security;

(e) identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule);

(f) explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements); and

(g) explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6023 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for social studies content standard 2 for a student upon graduation is the ability to:

(a) analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified, and used (e.g., checks and balances, Bill of Rights, court decisions);

(b) compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States;

(c) identify representative political leaders and philosophies from selected historical and contemporary settings;

(d) relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments;

(e) analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society;

(f) analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens;

(g) analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television); and

(h) analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6024 through 10.54.6029 reserved

10.54.6030 SOCIAL STUDIES CONTENT STANDARD 3 (1) To satisfy the requirements of social studies content standard 3, a student must apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, regions). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6031 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 3 for a student at the end of grade 4 is the ability to:

(a) identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale);

(b) locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders);

(c) describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters);

(d) describe how human movement and settlement patterns reflect the wants and needs of diverse cultures;

(e) use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world;

(f) identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes; and

(g) describe and compare the ways in which people in different regions of the world interact with their physical environments. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6032 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 3 for a student at the end of grade 8 is the ability to:

(a) analyze and use various representations of the earth (e.g., physical, topographical, and political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place;

(b) locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem;

(c) analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana;

(d) explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict;

(e) use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density);

(f) describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms), and long-term physical changes (e.g., plate tectonics, erosion, glaciation); and

(g) describe major changes in a local area that have been caused by human beings (e.g., a new highway, fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6033 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for social studies content standard 3 for a student upon graduation is the ability to:

(a) interpret, use, and synthesize information from various representations of the earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models);

(b) differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population);

(c) assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution);

(d) analyze how human settlement patterns create cooperation and conflict which influence the division and control of the earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights);

(e) select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes;

(f) analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources); and

(g) describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms and ranches). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6034 through 10.54.6039 reserved

10.54.6040 SOCIAL STUDIES CONTENT STANDARD 4 (1) To satisfy the requirements of social studies content standard 4, a student must demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6041 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past;

(b) use a timeline to select, organize, and sequence information describing eras in history;

(c) examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events;

(d) identify and describe famous people, important democratic values (e.g., democracy, freedom, justice), symbols (e.g., Montana and United States flags, state flower), and holidays in the history of Montana, American Indian tribes, and the United States;

(e) identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications);

(f) recognize that people view and report historical events differently; and

(g) explain the history, culture, and current status of the American Indian tribes in Montana and the United States. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6042 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 4 for a student at the end of grade 8 is the ability to:

(a) interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used;

(b) describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues);

(c) use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens;

(d) identify significant events, people, and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indians, United States, and world history;

(e) identify major scientific discoveries and technological innovations and describe their social and economic effects on society;

(f) explain how and why events (e.g., American revolution, battle of the Little Big Horn, immigration, women's suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians; and

(g) summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6043 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for social studies content standard 4 for a student upon graduation is the ability to:

(a) select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States;

(b) interpret how selected cultures, historical events, periods, and patterns of change influence each other;

(c) apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues;

(d) analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world;

(e) analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position;

(f) analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future;

(g) investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts); and

(h) analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., artifacts, repatriation, natural resources, language, jurisdiction). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6044 through 10.54.6049 reserved

10.54.6050 SOCIAL STUDIES CONTENT STANDARD 5 (1) To satisfy the requirements of social studies content standard 5, a student must make informed decisions based on economic principles of production, distribution, exchange, and consumption. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6051 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 5 for a student at the end of grade 4 is the ability to:

(a) give examples of needs and wants, scarcity and choice (e.g., budgeting of allowance, trading cards);

(b) identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community;

(c) distinguish between private goods and services (e.g., family car, local restaurant) and public goods and services (e.g., interstate highway system, United States postal service);

(d) describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, the United States, and the world;

(e) explain the roles of money, banking, and savings in everyday life; and

(f) identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6052 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 5 for a student at the end of grade 8 is the ability to:

(a) identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; private goods and services);

(b) apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns;

(c) compare and contrast the difference between private and public goods and services;

(d) analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment);

(e) explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, governments); and

(f) analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national, and global economies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6053 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for social studies content standard 5 for a student upon graduation is the ability to:

(a) analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems;

(b) use basic economic concepts (e.g., production, distribution, consumption, market economy, command economy) to compare and contrast local, regional, national, and global economies across time and at the present time;

(c) assess the costs and benefits to society of allocating goods and services through private and public sectors;

(d) compare and contrast how values and beliefs influence economic decisions in different economic systems;

(e) explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies); and

(f) explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States, and the world (e.g., international trade, space exploration, national defense). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6054 through 10.54.6059 reserved

10.54.6060 SOCIAL STUDIES CONTENT STANDARD 6 (1) To satisfy the requirements of social studies content standard 6, a student must demonstrate an understanding of the impact of human interaction and cultural diversity on individuals and societies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6061 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 6 for a student at the end of grade 4 is the ability to:

(a) identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity;

(b) describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folk tales, music, art, dance);

(c) identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices;

(d) identify characteristics of American Indian tribes and other cultural groups in Montana;

(e) identify examples of individual struggles and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks); and

(f) identify roles in group situations (e.g., student, family member, peer member). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6062 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 6 for a student at the end of grade 8 is the ability to:

(a) compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity;

(b) explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture;

(c) identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices;

(d) compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana;

(e) explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States, and the world; and

(f) identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6063 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for social studies content standard 6 for a student upon graduation is the ability to:

(a) analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity;

(b) analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture;

(c) analyze the impact of ethnic, national, and global influences on specific situations or events;

(d) evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments);

(e) analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States, and the world; and

(f) analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6064 through 10.54.6086 reserved

10.54.6087 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in social studies demonstrates superior performance. He/she:

(a) consistently recognizes and follows the steps of an inquiry process to locate, evaluate, and thoughtfully use information in decision making;

(b) clearly describes the purpose and various levels of government in our lives;

(c) effectively practices citizenship rights and responsibilities across various communities;

(d) consistently applies geographic knowledge to other subject areas and independently relates geographic understandings to the world around him/her in meaningful ways;

(e) consistently locates and applies information of historical events and issues from a variety of sources to effectively explain connections between past and present;

(f) consistently identifies basic economic principles and clearly describes their effects on individuals and communities; and

(g) independently recognizes and clearly describes how culture influences and diversity contributes to human development, identity, and behavior. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6088 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in social studies demonstrates solid academic performance. He/she:

(a) recognizes and follows the steps of an inquiry process to locate, evaluate, and use information in decision making roles;

(b) describes the purpose and various levels of government in our lives;

(c) practices citizenship rights and responsibilities across various communities;

(d) applies basic geographic knowledge to other subject areas and relates geographic understanding to the world around him/her;

(e) locates and uses basic information of historical events to explain connections between past and present;

(f) identifies basic economic principles and describes their general effects on individuals and communities; and

(g) recognizes and describes how culture influences and diversity contributes to human development, identity, and behavior. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6089 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

(a) recognizes and follows some of the steps of an inquiry process to locate and use information in decision making, but has difficulty evaluating the quality of the information;

(b) identifies, with assistance, the purpose and some of the levels of government in our lives;

(c) practices, with assistance, citizenship rights and responsibilities across various communities;

(d) sometimes applies geographic knowledge to other subject areas and relates obvious geographic knowledge to the world around him/her;

(e) locates and sometimes uses basic information of historical events to explain obvious connections between past and present;

(f) sometimes identifies basic economic principles, but incompletely describes their obvious effects on individuals and communities; and

(g) sometimes recognizes but has difficulty explaining how culture influences and diversity contributes to human development, identity, and behavior. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6090 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

(a) sometimes recognizes and follows some of the steps of an inquiry process to locate information, but needs much assistance to evaluate the quality of information or to use it in decision making;

(b) seldom identifies the purpose or levels of government in our lives;

(c) has difficulty practicing citizenship rights and responsibilities in the classroom community;

(d) sometimes identifies geographic knowledge but often is unable to relate this knowledge to other subject areas and usually needs assistance relating geographic knowledge to the world around him/her;

(e) locates but seldom uses basic information of historical events and has difficulty explaining connections between past and present;

(f) seldom identifies economic principles but, with assistance, describes some of the effects on individuals and communities; and

(g) seldom recognizes how culture influences and diversity contributes to human development, identity, and behavior. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6091 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in social studies demonstrates superior performance. He/she:

(a) consistently and effectively applies an inquiry process to locate, evaluate, and use in a variety of decision making situations;

(b) clearly describes and compares the principles and structure of power, authority, and governance;

(c) purposefully practices citizenship rights and responsibilities across various communities;

(d) actively explores geographic information and problems, and proposes novel, well-articulated ideas and solutions by independently applying geographic skills and tools;

(e) consistently conducts research to draw unique parallels between historical and current events and issues;

(f) independently recognizes fundamental economic issues and thoroughly illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) critically examines and effectively compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6092 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in social studies demonstrates solid academic performance. He/she:

(a) applies an inquiry process to locate, evaluate, and use information in a variety of decision making scenarios;

(b) describes and compares the principles and structure of power, authority, and governance;

(c) practices citizenship rights and responsibilities across various communities;

(d) effectively seeks information, solves problems, and communicates findings using geographic skills and tools;

(e) conducts appropriate research to draw reasonable parallels between historical and current events and issues;

(f) recognizes fundamental economic issues and meaningfully illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) examines and compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6093 NEARING PROFICIENCY SOCIAL STUDIES
PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

(a) applies an inquiry process to locate information for use in limited decision making scenarios, but has difficulty evaluating the information;

(b) describes, but with difficulty, compares the principles and structure of power, authority, and governance;

(c) practices, with assistance, citizenship rights and responsibilities across various communities;

(d) gathers, with assistance, information related to geographic problems, but has difficulty using geographic skills and tools to communicate findings;

(e) sometimes conducts appropriate research and, with assistance, draws parallels between historical and current events and issues;

(f) frequently recognizes fundamental economic issues and, with assistance, illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) explains and sometimes compares how culture influences and diversity contributes to human development, identity, and behavior. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6094 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

(a) sometimes applies an inquiry process to locate information for use in limited decision making scenarios, and seldom evaluates the information;

(b) sometimes describes, but seldom compares, the principles and structure of power, authority, and governance;

(c) seldom practices citizenship rights and responsibilities;

(d) inconsistently locates required geographic information, has difficulty relating this information to a larger geographic problem, and does not clearly understand when to apply specific geographic skills and tools to his/her work;

(e) seldom conducts appropriate research, but with assistance, draws a few obvious parallels between historical and current events;

(f) sometimes recognizes fundamental economic issues but seldom illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) sometimes explains, but seldom compares, how culture influences and diversity contributes to human development, identity, and behavior. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6095 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in social studies demonstrates superior performance. He/she:

(a) independently analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and effectively applies that information to various decision making situations;

(b) effectively analyzes and critiques the principles and structure of power, authority, and governance;

(c) independently demonstrates civic responsibility by participating meaningfully as a citizen in the process;

(d) makes meaningful geographic inferences in a variety of contexts and independently conducts geography-related research to develop and extensively support a position on an issue;

(e) consistently analyzes historical patterns and conducts independent research to thoroughly and effectively develop and defend a position on an issue;

(f) analyzes unique impacts of the application of economic principles on decision making in national and global economies; and

(g) independently analyzes and critiques the impact of human interaction on society and purposefully evaluates the effects of cultural diversity on individuals and society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6096 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in social studies demonstrates solid academic performance. He/she:

(a) analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and applies that information to various decision making situations;

(b) analyzes and critiques the principles and structure of power, authority, and governance;

(c) demonstrates civic responsibility by participating meaningfully as a citizen across various communities;

(d) makes meaningful geographic inferences and actively conducts geography-related research to develop and adequately support a position on an issue;

(e) analyzes historical patterns and conducts research to develop and adequately defend a position on an issue;

(f) analyzes various impacts of the application of economic principles on decision making in national and global economies; and

(g) analyzes and critiques the impact of human interaction on society and evaluates the effects of cultural diversity on individuals and society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6097 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

(a) usually analyzes and adapts an inquiry process to locate information from a variety of sources, incompletely evaluates information, and with limited success, applies the information to various decision making situations;

(b) sometimes analyzes, but ineffectively critiques the principles and structure of power, authority, and governance;

(c) occasionally demonstrates civic responsibility by participating as a citizen across various communities;

(d) sometimes makes meaningful geographic inferences but has difficulty conducting geography-related research to develop and support a position on an issue;

(e) identifies some historical patterns, and with assistance, conducts research to develop and partially defend a position on an issue;

(f) sometimes analyzes obvious impacts of the application of economic principles on decision making in national and global economies; and

(g) sometimes analyzes and critiques the impact of human interaction on society and evaluates the obvious effects of cultural diversity on individuals and society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6098 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

(a) inconsistently uses and seldom analyzes or adapts an inquiry process to locate information even from limited sources, evaluates information with assistance, and rarely applies information to decision making situations;

(b) incompletely analyzes and, with difficulty, critiques the principles and structure of power, authority, and governance;

(c) demonstrates limited civic responsibility;

(d) seldom makes meaningful geographic inferences and requires assistance conducting geography-related research to develop and support a position on an issue;

(e) sometimes identifies historical patterns and, with assistance, conducts research, but has difficulty developing or defending a position on an issue;

(f) analyzes, with much assistance, obvious impacts of the application of economic principles on decision making in national and global economies; and

(g) seldom analyzes the impact of human interaction on society and exhibits limited ability to evaluate the effects of cultural diversity on individuals and society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

Sub-Chapters 61 through 64 Reserved

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Sub-Chapter 65

Library Media Content and Performance Standards

10.54.6501 through 10.54.6509 reserved

10.54.6510 LIBRARY MEDIA CONTENT STANDARD 1 (1) To satisfy the requirements of library media content standard 1, a student must understand an inquiry process including how to access, evaluate, and use information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6511 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for library media content standard 1 for a student at the end of grade 4 is the ability to:

(a) identify the steps of the inquiry process as it is used in research (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) state the question or need for information;

(c) identify and locate probable sources of information;

(d) judge information for accuracy, relevancy, and type (e.g., fact, fiction);

(e) identify and use information to create a product that satisfies the need or solves the problem; and

(f) recognize that he/she has followed an inquiry process and describe how well his/her products satisfy the need or solve the problem. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6512 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for library media content standard 1 for a student at the end of grade 8 is the ability to:

(a) apply steps of the inquiry process to satisfy both academic and personal information needs (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) focus the information need as it relates to what he/she already knows to formulate specific questions;

(c) select multiple print and nonprint sources using various search strategies (e.g., human guidance, reflective thinking, Boolean operatives);

(d) recognize point of view or bias, use primary and secondary sources, and analyze and evaluate information for specific needs;

(e) interpret and use information in original products or presentations; and

(f) apply criteria to determine how well the research process, products, and conclusions meet the original need for information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6513 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for library media content standard 1 for a student upon graduation is the ability to:

(a) analyze and adapt the inquiry process to satisfy individual and group information needs (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) refine and revise the information need to meet the specific format, purpose, and scope of the project;

(c) develop a plan to obtain needed information using a variety of research and investigative strategies (e.g., interviews, questionnaires, experiments, surveys);

(d) assess information sources using multiple criteria (e.g., coverage, misleading presentation, manipulated data);

(e) synthesize information to create a new product that meets a specific purpose or vision; and

(f) critique the process and the product of the inquiry. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6514 through 10.54.6519 reserved

10.54.6520 LIBRARY MEDIA CONTENT STANDARD 2 (1) To satisfy the requirements of library media content standard 2, a student must demonstrate an understanding of ethical, legal, and social responsibility in accessing, evaluating, and using information, materials, and technology. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6521 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for library media content standard 2 for a student at the end of grade 4 is the ability to:

(a) demonstrate individual responsibility for equitable access to information (e.g., share access to limited resources, return materials diligently);

(b) state the conclusion of the research finding in his/her own words and cite sources;

(c) follow school guidelines for responsible use of information resources (e.g., check out policies, library rules); and

(d) share knowledge and information with others. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6522 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for library media content standard 2 for a student at the end of grade 8 is the ability to:

(a) explain the importance of equitable access to a variety of information in a democratic society;

(b) recognize and apply concepts of intellectual property rights, avoid plagiarism, follow bibliographic form, and cite all information sources used;

(c) follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies); and

(d) recognize the ideas and backgrounds of others and acknowledge their contributions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6523 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for library media content standard 2 for a student upon graduation is the ability to:

(a) evaluate the impact of equitable access to information in a democratic society;

(b) use information in an ethical manner by adhering to copyright laws, requesting permission to use information, and properly citing sources;

(c) follow school guidelines for responsible use of information resources (e.g., circulation policies, acceptable use policies); and

(d) collaborate with others, both in person and through technologies, to identify information problems, seek solutions, and generate new information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6524 through 10.54.6529 reserved

10.54.6530 LIBRARY MEDIA CONTENT STANDARD 3 (1) To satisfy the requirements of library media content standard 3, a student must use a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6531 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for library media content standard 3 for a student at the end of grade 4 is the ability to:

(a) recognize that diverse cultures are represented in a variety of creative formats;

(b) experience a variety of literature and other creative expressions and relate them to his/her own life; and

(c) use libraries as places to seek information for personal interest. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6532 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for library media content standard 3 for a student at the end of grade 8 is the ability to:

(a) use and respond to materials and creative expressions from diverse cultures;

(b) interpret a wide variety of literature and other creative expressions in various genres and formats; and

(c) use the library to find information for personal use and to make connections to resources beyond the school library. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6533 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for library media content standard 3 for a student upon graduation is the ability to:

(a) compare and analyze literature and other creative expressions from diverse cultures;

(b) select, analyze, and evaluate literature and other creative expressions from diverse origins and connect them to his/her own life and to the human experience; and

(c) apply his/her knowledge of the use of libraries to a variety of new information environments. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6534 through 10.54.6539 reserved

10.54.6540 LIBRARY MEDIA CONTENT STANDARD 4 (1) To satisfy the requirements of library media content standard 4, a student must distinguish among, evaluate, and appropriately use current and emerging media and technologies in the inquiry process. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6541 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for library media content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify and use various media and technologies to meet information needs;

(b) identify and use search strategies to locate information in various media and technologies; and

(c) compare and contrast the quality and accuracy, relevancy, and type of information from a variety of media and technologies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6542 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for library media content standard 4 for a student at the end of grade 8 is the ability to:

(a) select and apply appropriate media and technologies to meet information needs;

(b) select and refine appropriate search strategies to locate information in various media and technologies; and

(c) apply criteria to evaluate the point of view and embedded values in information from a variety of media and technologies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6543 BENCHMARK FOR LIBRARY MEDIA CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for library media content standard 4 for a student upon graduation is the ability to:

(a) analyze and evaluate various media and technologies when applying information necessary to complete a specific task;

(b) develop and demonstrate research strategies to effectively locate information in various media and technologies; and

(c) generate and apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information from a variety of media and technologies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6544 through 10.54.6586 reserved

10.54.6587 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in library media demonstrates superior performance. He/she:

(a) consistently recognizes and follows all steps of an inquiry process;

(b) consistently recognizes the importance of equitable access; independently uses information, materials, and technology responsibly; and effectively shares information with others;

(c) independently chooses material from a variety of cultures and realizes the library is a center for learning and enjoyment; and

(d) effectively uses a variety of search strategies to locate and evaluate print and nonprint materials. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6588 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in library media demonstrates solid academic performance. He/she:

(a) recognizes and follows all the steps of an inquiry process;

(b) recognizes the importance of equitable access; uses information, materials, and technology responsibly; and shares information with others;

(c) chooses materials from a variety of cultures and realizes the library is a center for learning and enjoyment; and

(d) uses a variety of search strategies to locate, select, and evaluate print and nonprint materials. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6589 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

(a) recognizes and follows some of the steps of an inquiry process;

(b) recognizes, with some assistance, the importance of equitable access; often, but not always, uses information, materials, and technology responsibly; and shares some information with others;

(c) chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and

(d) uses a variety of search strategies, with some assistance, to locate and evaluate print and nonprint material. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6590 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

(a) recognizes and follows some of the steps of an inquiry process with much assistance;

(b) seldom recognizes the importance of equal access; inconsistently uses information, materials, and technology responsibly; and seldom shares information with others;

(c) sometimes chooses materials, with assistance, from a variety of cultures and realizes the library is a center for learning and enjoyment; and

(d) seldom understands how to use search strategies to locate or select print and nonprint material and has limited ability to evaluate information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6591 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in library media demonstrates superior performance. He/she:

(a) effectively applies an inquiry process in a variety of situations and consistently analyzes his/her use of the process;

(b) explains beyond obvious understanding the importance of equitable access, consistently uses information responsibly, and consistently demonstrates respect for others' ideas and contributions;

(c) consistently seeks and effectively interprets materials from a variety of cultures and uses materials found in many locations; and

(d) effectively applies appropriate search strategies to locate various print and nonprint information and consistently evaluates the information using criteria. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6592 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in library media demonstrates solid academic performance. He/she:

(a) applies an inquiry process in a variety of situations and analyzes his/her use of the process;

(b) explains the importance of equitable access, uses information responsibly, and acknowledges others' ideas and contributions;

(c) seeks and interprets materials from a variety of cultures and realizes materials are found in many locations; and

(d) applies appropriate search strategies to locate various print and nonprint information and evaluates the information using criteria. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6593 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

(a) applies an inquiry process in some situations but has difficulty analyzing his/her use of the process;

(b) briefly explains the importance of equitable access; often, but not always, uses information responsibly; and sometimes, but not consistently, demonstrates respect for others' ideas and contributions;

(c) sometimes seeks materials from a variety of cultures and interprets them with some assistance and sometimes, but not consistently, realizes materials are found in many locations; and

(d) inconsistently applies appropriate search strategies to locate print and nonprint information and seldom evaluates the information using criteria. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6594 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

(a) inconsistently applies an inquiry process and seldom analyzes his/her use of the process;

(b) briefly explains, with assistance, the importance of equal access, seldom uses information responsibly, and acknowledges others' ideas and contributions in a limited way;

(c) has difficulty finding or understanding materials from other cultures and seldom realizes that materials are found in many locations; and

(d) seldom applies appropriate search strategies to locate print and nonprint information and almost never evaluates the information using criteria. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6595 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in library media demonstrates superior performance. He/she:

(a) independently applies a complex inquiry process and monitors and adjusts his/her effective use of the process;

(b) independently evaluates the importance of equitable access, consistently uses information independently, and responsibly and effectively collaborates with others in the information process;

(c) analyzes and evaluates complex materials from a variety of cultures and effectively transfers information literacy skills to new settings; and

(d) effectively analyzes and modifies various search strategies to locate print and nonprint information and generates multi-faceted criteria to appropriately evaluate the quality of information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6596 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in library media demonstrates solid academic performance. He/she:

(a) independently applies a complex inquiry process and monitors his/her effective use of the process;

(b) evaluates the importance of equitable access; uses information, materials, and technology responsibly; and collaborates with others in the information inquiry;

(c) analyzes and evaluates materials from a variety of cultures and transfers information literacy skills to new settings; and

(d) analyzes the effectiveness of various search strategies to locate print and nonprint information and generates criteria useful in evaluating the quality of information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6597 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in library media. He/she:

(a) usually, but not consistently, initiates applying an inquiry process and minimally monitors his/her effective use of the process;

(b) evaluates, with some assistance, the importance of equitable access; sometimes, but not consistently, uses information responsibly; and, to some degree, collaborates with others in the information process;

(c) analyzes and evaluates some materials from a variety of cultures and sometimes, but not consistently, transfers information literacy skills to new settings; and

(d) analyzes, with assistance, various search strategies and applies given criteria to appropriately evaluate the quality of information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6598 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS
UPON GRADUATION (1) A graduating student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in library media. He/she:

(a) seldom initiates an inquiry process and has difficulty monitoring his/her use of the process;

(b) lacks clarity in his/her evaluation of the importance of equitable access; sometimes uses information responsibly; and, with much assistance and prompting, collaborates with others;

(c) has difficulty analyzing and evaluating materials from a variety of cultures and, with assistance, transfers information literacy skills to new settings; and

(d) incompletely analyzes a limited range of search strategies to locate print and nonprint information and, with much assistance, evaluates the information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

Sub-Chapters 66 through 69 Reserved

Sub-Chapter 70

Health Enhancement Content and Performance Standards

10.54.7001 through 10.54.7009 reserved

10.54.7010 HEALTH ENHANCEMENT CONTENT STANDARD 1 (1) To satisfy the requirements of health enhancement content standard 1, a student must have a basic knowledge and understanding of concepts that promote comprehensive health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7011 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 1 for a student at the end of grade 4 is the ability to:

(a) describe relationships between personal health behaviors and individual well-being;

(b) describe the basic structure and function of the major human body systems, emphasizing growth and development;

(c) identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early;

(d) identify personal health enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management; and

(e) identify the potential sources of environmental hazards. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7012 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 1 for a student at the end of grade 8 is the ability to:

(a) explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;

(b) explain the function and maintenance of body systems, including the reproductive system;

(c) analyze how peers, family, heredity, and environment influence personal health;

(d) explain personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management; and

(e) explain how appropriate health care can prevent premature death and disability. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7013 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for health enhancement content standard 1 for a student upon graduation is the ability to:

(a) analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury;

(b) explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system;

(c) analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health;

(d) develop personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, including HIV/AIDS prevention, and stress management; and

(e) advocate for personal, family, and community health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7014 through 10.54.7019 reserved

10.54.7020 HEALTH ENHANCEMENT CONTENT STANDARD 2 (1) To satisfy the requirements of health enhancement content standard 2, a student must demonstrate competency in a variety of movement forms. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7021 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 2 for a student at the end of grade 4 is the ability to:

(a) demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills;

(b) combine movement skills in applied and dynamic settings or lead-up games; and

(c) acquire skills including perceptual, motor, and rhythm. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7022 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 2 for a student at the end of grade 8 is the ability to demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7023 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for health enhancement content standard 2 for a student upon graduation is the ability to demonstrate a variety of physical skills which encompass dance, individual, dual, and team sports, and lifetime physical activities. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7024 through 10.54.7029 reserved

10.54.7030 HEALTH ENHANCEMENT CONTENT STANDARD 3 (1) To satisfy the requirements of health enhancement content standard 3, a student must apply movement concepts and principles while learning and developing motor skills. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7031 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 3 for a student at the end of grade 4 is the ability to:

(a) apply critical elements to improve personal performance in fundamental motor skills and some specialized skills; and

(b) recognize and apply movement concepts that impact the quality of performance. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7032 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 3 for a student at the end of grade 8 is the ability to:

(a) understand and apply movement concepts to game strategies;

(b) identify and refine the critical elements of advanced movement skills; and

(c) identify and understand the application of basic rules and strategies in a variety of physical activities. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7033 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for health enhancement content standard 3 for a student upon graduation is the ability to:

(a) identify the characteristics of technically correct performance in a variety of movement forms;

(b) apply rules and advanced strategies to a variety of physical activities; and

(c) know and understand scientifically based information regarding movement performance. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7034 through 10.54.7039 reserved

10.54.7040 HEALTH ENHANCEMENT CONTENT STANDARD 4 (1) To satisfy the requirements of health enhancement content standard 4, a student must achieve and maintain a challenging level of health-related physical fitness. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7041 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 4 for a student at the end of grade 4 is the ability to:

(a) participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness;

(b) identify each component of health-related physical fitness;

(c) associate each health-related physical fitness component to the improvement of personal health; and

(d) demonstrate individual progress toward each component of health-related physical fitness. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7042 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 4 for a student at the end of grade 8 is the ability to:

(a) participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness;

(b) understand and apply basic principles of training to improve health-related physical fitness;

(c) identify personal fitness goals; and

(d) demonstrate individual progress toward each component of health-related physical fitness. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7043 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for health enhancement content standard 4 for a student upon graduation is the ability to:

(a) participate in a variety of fitness activities involving each component of health-related physical fitness;

(b) demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs;

(c) design a personal fitness program; and

(d) demonstrate individual progress toward each component of health-related physical fitness. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7044 through 10.54.7049 reserved

10.54.7050 HEALTH ENHANCEMENT CONTENT STANDARD 5 (1) To satisfy the requirements of health enhancement content standard 5, a student must use critical thinking and decision making to enhance health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7051 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify problem-solving processes specific to health-related issues;

(b) access valid health information and resources;

(c) explain how basic health information and resources are used in setting goals and decision-making;

(d) set personal health goals and record progress toward achievement; and

(e) predict results of positive health decisions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7052 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 5 for a student at the end of grade 8 is the ability to:

(a) individually and collaboratively apply problem-solving processes to health issues;

(b) analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community;

(c) predict how decisions specific to health behavior have consequences for self and others;

(d) describe personal factors that influence an individual's health goals;

(e) explain a personal health plan that addresses needs, strengths, and risks; and

(f) identify the validity of health information and how culture, media, and technology influence choices. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7053 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for health enhancement content standard 5 for a student upon graduation is the ability to:

(a) utilize various problem-solving strategies when making health decisions related to needs and risks of young adults;

(b) predict immediate and long-term impacts of health decisions on the individual, family, and community;

(c) implement a plan for achieving personal health goals;

(d) evaluate progress toward attaining personal health goals;

(e) formulate an effective plan for lifelong health; and

(f) locate, evaluate, and utilize credible health information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7054 through 10.54.7059 reserved

10.54.7060 HEALTH ENHANCEMENT CONTENT STANDARD 6 (1) To satisfy the requirements of health enhancement content standard 6, a student must demonstrate interpersonal communication skills to enhance health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7061 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 6 for a student at the end of grade 4 is the ability to:

- (a) describe characteristics needed to be a responsible friend and family member;
- (b) demonstrate ways to communicate care, consideration, and respect of self and others;
- (c) demonstrate healthy ways to express needs, wants, and feelings;
- (d) demonstrate refusal skills;
- (e) demonstrate active listening skills; and
- (f) demonstrate non-violent strategies to resolve conflicts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7062 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 6 for a student at the end of grade 8 is the ability to:

- (a) describe how the behavior of family and peers affects interpersonal communication;
- (b) demonstrate ways to communicate care, consideration, and respect of self and others;
- (c) demonstrate healthy ways to express needs, wants, and feelings;
- (d) demonstrate refusal and mediation skills to enhance health; and
- (e) demonstrate strategies to analyze and manage conflict in healthy ways. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7063 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for health enhancement content standard 6 for a student upon graduation is the ability to:

- (a) demonstrate skills for communicating effectively with family, peers, and others;

(b) demonstrate ways to communicate care, consideration, and respect of self and others;

(c) demonstrate healthy ways to express needs, wants, and feelings;

(d) demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others;

(e) analyze how interpersonal communication affects relationships; and

(f) analyze the possible causes of conflict and demonstrate strategies to manage conflict. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7064 through 10.54.7069 reserved

10.54.7070 HEALTH ENHANCEMENT CONTENT STANDARD 7 (1) To satisfy the requirements of health enhancement content standard 7, a student must demonstrate health-enhancing behaviors. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7071 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 FOR END OF GRADE 4 (1) The benchmark for health enhancement content standard 7 for a student at the end of grade 4 is the ability to:

(a) interact with friends and others through participation;

(b) use physical activity as a means of self-expression;

(c) experience enjoyment through physical activity;

(d) regularly participate in physical activity; and

(e) demonstrate strategies to improve or maintain personal health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7072 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 FOR END OF GRADE 8 (1) The benchmark for health enhancement content standard 7 for a student at the end of grade 8 is the ability to:

(a) enjoy participation in physical activity;

(b) recognize the social benefits of physical activity;

(c) participate in health-enhancing physical activity outside of school;

(d) work cooperatively with a group to achieve group goals in both cooperative and competitive settings; and

(e) demonstrate strategies to improve or maintain personal and family health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7073 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 UPON GRADUATION (1) The benchmark for health enhancement content standard 7 for a student upon graduation is the ability to:

(a) regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis;

(b) experience enjoyment from physical activity and a healthy lifestyle;

(c) participate in activities that promote community well-being;

(d) initiate independent and responsible health-enhancing personal behavior; and

(e) demonstrate strategies to improve or maintain personal, family, and community health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7074 through 10.54.7086 reserved

10.54.7087 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she:

(a) uses a variety of motor skills and skillful and efficient movement patterns in a variety of applied and dynamic settings;

(b) knows, understands, describes, and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health; and

(c) demonstrates conflict resolution skills, refusal skills, appropriate self expression, and concern for others. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7088 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

(a) consistently exhibits fundamental motor skills in a variety of applied settings;

(b) uses a combination of movement patterns with smooth transitions; and

(c) identifies, describes, and demonstrates understanding of some concepts of health promotion and how they impact personal and family health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7089 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

(a) demonstrates fundamental motor skills in some applied settings;

(b) identifies and demonstrates understanding of some relationships between healthy behaviors and disease prevention; and

(c) exhibits socially acceptable behavior in most settings. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7090 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

(a) sometimes demonstrates and combines fundamental motor skills and socially acceptable interpersonal behavior;

(b) seldom identifies concepts related to a healthy lifestyle and healthy relationships; and

(c) does not consistently understand health promotion and disease prevention concepts and how they relate to his/her own health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7091 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she:

- (a) effectively maintains an appropriate level of skill and health related fitness;
- (b) applies health promotion concepts to access valid health information and products;
- (c) thoroughly evaluates the influences of media and culture on health;
- (d) exhibits effective interpersonal social skills;
- (e) predicts consequences of actions;
- (f) develops a personal plan for health that involves goal-setting and decision-making skills; and
- (g) effectively communicates information and opinions regarding health promotion and personal and social health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7092 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

- (a) attains an appropriate level of skill related fitness;
- (b) identifies influences of media and culture on health; and
- (c) analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, and examining the causes of interpersonal conflicts and how goal setting and decision making influence health. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7093 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

- (a) shows some improvement in developing appropriate skill related fitness components and understands their contributions to overall well-being;
- (b) achieves an appropriate level of health enhancing physical fitness;

(c) describes fundamental relationships in health promotion and disease prevention; and

(d) demonstrates basic interpersonal social skills appropriate to the eighth grade level. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7094 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

(a) participates in appropriate skill related fitness activities and identifies the contributions to overall well-being;

(b) works toward health-related physical fitness;

(c) identifies and describes healthy behaviors and disease prevention concepts;

(d) often demonstrates understanding of health information; and

(e) sometimes demonstrates appropriate interpersonal social skills. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7095 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in health enhancement demonstrates superior performance. He/she:

(a) demonstrates high levels of competency in a variety of physical activities;

(b) demonstrates understanding of scientific principles of physical fitness and the relationships to total well-being, and applies that information in developing personal wellness during different periods of life;

(c) initiates independent personal and social behaviors and takes both leadership and following roles as situations determine;

(d) thoroughly analyzes, evaluates, and articulates opinions concerning personal and social health issues;

(e) effectively utilizes a variety of strategies to overcome barriers in social situations; and

(f) forms a comprehensive plan for healthful living. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7096 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

- (a) participates in some physical activities;
- (b) demonstrates competency in a variety of physical activities;
- (c) demonstrates the knowledge and skills necessary to determine current and future fitness needs;
- (d) initiates independent and responsible personal behavior;
- (e) anticipates potentially dangerous consequences of actions;
- (f) analyzes, evaluates, and forms opinions regarding health information, services, products, and the effects of external influences; and
- (g) uses communication skills effectively in a variety of settings. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7097 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

- (a) participates in some physical activities;
- (b) demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness;
- (c) displays socially responsible behavior; and
- (d) describes health concepts, health care costs and services, the role of personal responsibility, and external influences on a health enhancing lifestyle. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7098 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

- (a) participates in some physical activities that contribute to well-being throughout the life span;

(b) demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs;

(c) identifies socially responsible behavior; and

(d) sometimes, demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision making, and external factors on health-enhancing lifestyles. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapters 71 through 74 Reserved

Sub-Chapter 75

Technology Content and Performance Standards

10.54.7501 through 10.54.7509 reserved

10.54.7510 TECHNOLOGY CONTENT STANDARD 1 (1) To satisfy the requirements of technology content standard 1, a student must demonstrate an understanding of the basic operations of technologies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7511 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for technology content standard 1 for a student at the end of grade 4 is the ability to:

(a) develop basic skills and procedures needed to operate various technologies;

(b) communicate using appropriate terminology and demonstrate simple care and maintenance of various technology tools; and

(c) identify and solve simple operating problems. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7512 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for technology content standard 1 for a student at the end of grade 8 is the ability to:

(a) use and refine skills and procedures needed to operate various technologies;

(b) develop competence with basic system and tool set-up, technical terminology, and basic care and maintenance; and

(c) develop trouble shooting strategies to solve operations problems (e.g., lost files, equipment failures). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7513 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for technology content standard 1 for a student upon graduation is the ability to:

(a) use and enhance an established repertoire of skills and procedures as needed to operate various technologies;

(b) demonstrate competence with basic system and tool set-up, technical terminology, and basic care and maintenance; and

(c) use and refine trouble shooting strategies to solve technical operations problems. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7514 through 10.54.7519 reserved

10.54.7520 TECHNOLOGY CONTENT STANDARD 2 (1) To satisfy the requirements of technology content standard 2, a student must use a variety of technologies to enhance productivity. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7521 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for technology content standard 2 for a student at the end of grade 4 is the ability to:

(a) develop skills to enhance performance and ease task completion (e.g., word processing, calculating, graphing, imaging);

(b) develop and present a project using technology; and

(c) choose appropriate technology for a task. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7522 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for technology content standard 2 for a student at the end of grade 8 is the ability to:

(a) refine skills to enhance performance and ease task completion (e.g., programming, authoring, editing);

(b) apply technology in designing, developing, and presenting a project; and

(c) compare technologies and select the best one for a task. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7523 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for technology content standard 2 for a student upon graduation is the ability to:

(a) apply sophisticated skills and strategies to enhance performance and ease task completion;

(b) integrate technology in designing, developing, presenting, and managing projects; and

(c) analyze and evaluate a variety of technologies and match the best technology to a task. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7524 through 10.54.7529 reserved

10.54.7530 TECHNOLOGY CONTENT STANDARD 3 (1) To satisfy the requirements of technology content standard 3, a student must use a variety of technologies for communication. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7531 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for technology content standard 3 for a student at the end of grade 4 is the ability to:

(a) use multiple communication technologies to fulfill a variety of purposes; and

(b) explore online telecommunications tools. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7532 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for technology content standard 3 for a student at the end of grade 8 is the ability to:

(a) identify and use telecommunications tools to exchange ideas and information with others (e.g., geographic information system map, web page); and

(b) identify and use telecommunications tools to participate in online projects. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7533 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for technology content standard 3 for a student upon graduation is the ability to:

(a) select and apply telecommunications tools to exchange ideas and information (e.g., geographic information system map, multimedia presentation, web page); and

(b) use telecommunications tools to participate in collaborative online projects. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7534 through 10.54.7539 reserved

10.54.7540 TECHNOLOGY CONTENT STANDARD 4 (1) To satisfy the requirements of technology content standard 4, a student must use technology responsibly and understand its impact on individuals and society. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7541 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for technology content standard 4 for a student at the end of grade 4 is the ability to:

- (a) safely use various technologies (e.g., internet, software, computers);
- (b) demonstrate ethical technology use (e.g., fair use, ownership); and
- (c) identify some impacts of technology on people. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7542 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for technology content standard 4 for a student at the end of grade 8 is the ability to:

- (a) safely use various technologies (e.g., e-mail, chat software, tools);
- (b) develop a personal code of standards for ethical technology use (e.g., privacy, copyright, etiquette); and
- (c) compare the present and future impacts of technology on people and the environment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7543 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for technology content standard 4 for a student upon graduation is the ability to:

- (a) safely use various technologies (e.g., robotics, work place tools);
- (b) model and exemplify a high standard of ethics for the uses of technology (e.g., privacy, intellectual property); and
- (c) evaluate the present and future impacts of technology on society, economy, and the environment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7544 through 10.54.7549 reserved

10.54.7550 TECHNOLOGY CONTENT STANDARD 5 (1) To satisfy the requirements of technology content standard 5, a student must develop the skills, knowledge, and abilities to apply a variety of technologies to conduct research, manage information, make decisions, and solve problems. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7551 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for technology content standard 5 for a student at the end of grade 4 is the ability to:

- (a) ask questions and use technology to find answers;
- (b) use various technologies to identify sources and access information; and
- (c) identify information from technical sources and communicate findings. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7552 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for technology content standard 5 for a student at the end of grade 8 is the ability to:

- (a) ask questions and use technology resources to solve problems;
- (b) use various technologies and develop strategies to assess the quality of sources and information; and
- (c) organize information from technical sources and communicate findings. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7553 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for technology content standard 5 for a student upon graduation is the ability to:

- (a) ask questions and use technology resources for self-directed learning and problem solving;
- (b) evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information; and
- (c) organize and analyze information from technical sources and communicate findings. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7554 through 10.54.7559 reserved

10.54.7560 TECHNOLOGY CONTENT STANDARD 6 (1) To satisfy the requirements of technology content standard 6, a student must apply technological abilities and knowledge to construct new personal understanding. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7561 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for technology content standard 6 for a student at the end of grade 4 is the ability to:

- (a) apply existing information to develop personal understanding;
- (b) create original work using various technologies;
- (c) apply a variety of technologies to investigate a problem within a content area; and
- (d) apply personal understanding and technologies to solve a problem. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7562 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for technology content standard 6 for a student at the end of grade 8 is the ability to:

- (a) analyze and apply existing information to generate personal understanding;
- (b) create a collection of original work using various technologies;
- (c) apply a variety of technologies to investigate problems across content areas; and
- (d) apply personal understanding and technologies to develop an invention or original solution to an authentic problem. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7563 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for technology content standard 6 for a student upon graduation is the ability to:

- (a) analyze and evaluate existing information to generate personal understanding;
- (b) create a portfolio of original work using various technologies;
- (c) evaluate and apply a variety of technologies to investigate complex problems in multidisciplinary contexts; and

(d) apply and evaluate personal understanding to develop an invention or innovative solution to an authentic problem. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7564 through 10.54.7586 reserved

10.54.7587 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the advanced level in technology demonstrates superior performance. He/she:

(a) demonstrates an understanding of the overall operations and responsible use of technologies and explores advanced concepts;

(b) uses technology to accomplish the task in an effective and efficient manner;

(c) uses technology eagerly to communicate understanding;

(d) identifies impacts of technologies on society and uses technology ethically and safely;

(e) independently and enthusiastically seeks information from technological sources, and thoroughly communicates the information through an original product; and

(f) confidently applies technological skills to create original work and solve problems in multidisciplinary contexts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7588 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in technology demonstrates solid academic performance. He/she:

(a) demonstrates understanding of the overall operations and responsible use of appropriate technologies;

(b) identifies and chooses appropriate technology to complete the task;

(c) uses technology to communicate understanding;

(d) recognizes impacts of technology on society and uses technologies ethically and safely;

(e) finds information from technological sources and communicates the information through an original product; and

(f) uses technological skills to create original work and solve problems in multidisciplinary contexts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7589 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing proficiency level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

(a) demonstrates a basic understanding of the overall operations and responsible use of appropriate technologies;

(b) identifies and, with assistance, chooses technology for the task;

(c) uses technology, with assistance, to communicate understanding;

(d) recognizes the obvious impacts of technology on society and usually uses technologies ethically and safely;

(e) finds information, with assistance, and communicates the information through a product; and

(f) uses technological skills, with assistance, to create a product or solve a problem in a content area. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7590 NOVICE TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in technology is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in technology. He/she:

(a) demonstrates limited understanding of the overall operations and responsible use of appropriate technologies;

(b) seldom identifies or uses technology for a task;

(c) uses technology, with assistance, to communicate;

(d) seldom recognizes the impacts of technology on society and needs to be reminded to use technologies ethically and safely;

(e) finds information and, with assistance, communicates the information through a simple product; and

(f) has difficulty using limited technological skills to create a product or solve a problem. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7591 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the advanced level in technology demonstrates superior performance. He/she:

(a) applies thorough understanding of the overall operations and responsible use of technologies, and pursues advanced concepts;

(b) integrates technology into most phases of projects by consistently and effectively matching technologies to the task;

(c) identifies and uses technology to efficiently communicate and collaborate in a variety of ways;

(d) thoughtfully identifies the impact of technology on society and consistently uses technologies ethically and safely;

(e) applies information about available technologies to locate useful information, and thoughtfully communicates findings through a well-developed original product; and

(f) independently evaluates and applies technological skills to create original work and/or solve problems in multidisciplinary contexts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7592 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in technology demonstrates solid academic performance. He/she:

(a) demonstrates clear understanding of the overall operations and responsible use of technologies, and explores new concepts;

(b) integrates technology into most phases of projects by matching technologies to the task;

(c) identifies and uses communication technology to communicate and collaborate in a variety of ways;

(d) identifies the impact of technology on society and uses technologies ethically and safely;

(e) uses information about available technologies to locate useful information, and communicates findings through an original product; and

(f) applies technological skills to create original work and/or solve problems in multidisciplinary contexts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7593 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing proficiency level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

(a) demonstrates a basic understanding of the overall operations and responsible use of appropriate technologies, and sometimes explores new concepts;

(b) integrates technology, with assistance, into obvious phases of projects and sometimes identifies technologies for the task;

(c) identifies and, with assistance, uses technology to communicate and collaborate;

(d) sometimes identifies the impact of technology on society but most often uses technologies ethically and safely;

(e) finds information from technological sources and, with assistance, communicates the information through a product; and

(f) sometimes uses technological skills to create a product or solve a basic problem in content area. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7594 NOVICE TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in technology is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in technology. He/she:

(a) demonstrates a limited understanding of the overall operations and responsible use of appropriate technologies;

(b) has difficulty selecting or using technology in projects;

(c) seldom uses technology to communicate;

(d) has limited understanding of the impact of technology on society, and needs to be reminded to use technologies ethically and safely;

(e) finds information from technological sources and, with assistance, communicates the information through a simple product; and

(f) has difficulty using technological skills to complete a product or solve a basic problem in a content area. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7595 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student advanced in the use of technology demonstrates superior performance. He/she:

(a) evaluates and applies appropriate technology skills and procedures and pursues advanced concepts and operations;

(b) independently and effectively integrates technology into all phases of projects, and skillfully matches technologies to the task;

(c) independently and routinely uses the most effective technologies to thoughtfully and purposefully communicate and collaborate in a variety of ways;

(d) consistently evaluates the impact of technology on society and always uses technologies ethically and safely;

(e) effectively applies information about available technologies to locate information, to analyze and evaluate the information, and to thoroughly communicate findings through an original and complex product; and

(f) independently and routinely analyzes, evaluates, and applies technological skills to create original work and solve problems in multidisciplinary contexts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7596 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student proficient with technology demonstrates solid academic performance. He/she:

(a) applies appropriate technology skills and procedures, and explores increasingly complex concepts and operations;

(b) integrates technology into most phases of projects, selecting appropriate technologies for the task;

(c) demonstrates independence in using technologies to effectively communicate and collaborate in a variety of ways;

(d) evaluates the impact of technology on society and uses technologies ethically and safely;

(e) applies information about available technologies to locate information, to analyze and evaluate the information, and to organize the information to effectively communicate through an original product; and

(f) typically evaluates and applies technological skills to create original work and solve problems in multidisciplinary contexts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7597 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student nearing proficiency in the use of technology demonstrates partial mastery of prerequisite knowledge and skills. He/she:

(a) often applies skills and procedures, and sometimes explores new concepts and operations;

(b) integrates technology, with assistance, in obvious phases of projects, and sometimes selects the appropriate technologies for the task;

(c) demonstrates limited independence in using technologies to communicate and collaborate;

(d) sometimes evaluates the impact of technology on society and uses technologies ethically and safely;

(e) uses technology to locate some information and to organize the information to communicate through a product; and

(f) sometimes evaluates and uses technological skills to create a project or solve a problem in a content area. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.7598 NOVICE TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level in the use of technology is beginning to attain prerequisite knowledge and skills. He/she:

(a) uses limited skills and procedures to identify and sometimes explore new concepts and operations;

(b) selects and uses technology in some phases of projects with assistance;

(c) uses technologies, with assistance, to communicate ideas and information;

(d) seldom considers the impact of technology on society, and inconsistently uses technologies ethically and safely;

(e) identifies, with assistance, the need for information, selects and uses technologies to locate some of the information needed, and simply organizes the information to communicate in a limited way; and

(f) uses technologies in a limited way to complete an assignment or solve a simple problem in a specific content area. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapters 76 through 79 Reserved

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CONTENT AND PERFORMANCE STANDARDS 10.54.8012

Sub-Chapter 80

Career and Vocational/Technical Education
Content and Performance Standards

10.54.8001 through 10.54.8009 reserved

10.54.8010 CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 (1) To satisfy the requirements of career and vocational/technical education content standard 1, a student must experience various career opportunities and assess personal career pathways. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8011 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

(a) describe and demonstrate the importance of goal setting and career and life planning;

(b) explore and investigate career opportunities; and

(c) describe various lifetime roles (e.g., friend, student, leader, worker, family member). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8012 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

(a) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career and life goals;

(b) utilize local resources to research career plans; and

(c) recognize the interrelationships of family, community, career, and leisure roles. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8013 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 3 (concentrators) is the ability to:

(a) develop, evaluate, and modify personal career and life plans;

(b) experience an internship, job shadow, or work experience related to one's career plan; and

(c) evaluate career choices and the effect on family and lifestyle. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8014 through 10.54.8019 reserved

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 6/30/01 ADMINISTRATIVE RULES OF MONTANA
 CONTENT AND PERFORMANCE STANDARDS 10.54.8023

10.54.8020 CAREER AND VOCATIONAL/TECHNICAL EDUCATION
CONTENT STANDARD 2 (1) To satisfy the requirements of career and vocational/technical education content standard 2, a student must demonstrate an understanding of and ability to apply principles of resource management (i.e., financial, time, and personal management). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8021 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL
EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education

content standard 2 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

(a) use basic monetary skills, practice maintaining basic financial records;

(b) follow detailed instructions and complete assignment (e.g., project/time management);

(c) recognize time constraints (e.g., personal time); and

(d) recognize limitations on physical resources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8022 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

(a) prepare a budget and keep financial records;

(b) prioritize, allocate time, and prepare and follow schedules to complete a project;

(c) apply appropriate time to task; and

(d) use physical resources wisely to accomplish a goal. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8023 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 3 (concentrators) is the ability to:

(a) prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records;

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10.54.8023 BOARD OF PUBLIC EDUCATION

(b) select, design, complete, and evaluate a project (e.g., manage multiple facets of a project);

(c) manage multiple priorities and assess effectiveness of outcomes (e.g., school, work, family); and

(d) evaluate the use of physical resources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Rules 10.54.8024 through 10.54.8029 reserved

10-717.7 NEXT PAGE IS 10-717.12
6/30/01 ADMINISTRATIVE RULES OF MONTANA
CONTENT AND PERFORMANCE STANDARDS 10.54.8033

10.54.8030 CAREER AND VOCATIONAL/TECHNICAL EDUCATION
CONTENT STANDARD 3 (1) To satisfy the requirements of career
and vocational/technical education content standard 3, a
student must acquire and utilize personal and leadership
skills to become a successful, productive citizen. (History:
Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101,
MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8031 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL
EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 1 (1) The
benchmark for career and vocational/technical education
content standard 3 for a student at the end of benchmark 1 (by
the end of 8th grade) is the ability to:

- (a) serve as a positive role model by following the
rules and management strategies for school, family, and
community;
- (b) identify personal and work ethics;
- (c) recognize characteristics of good citizenship;
- (d) identify methods that can increase a person's self-
esteem;

(e) observe and recognize diversity; and
(f) describe several methods of communication.
(History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8032 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

(a) demonstrate active leadership skills by participation in group activities and projects;
(b) demonstrate positive personal and work ethics;
(c) demonstrate skills to be a productive citizen;
(d) apply self-esteem building practices;
(e) demonstrate appreciation for diverse perspective needs and characteristics; and
(f) practice several methods of effective communication.
(History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8033 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 3 (concentrators) is the ability to:

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10.54.8033 BOARD OF PUBLIC EDUCATION

(a) assume a leadership role (e.g., team leader, career and technical student organization officer, committee chair);
(b) evaluate, compare, and contrast positive personal and work ethics;
(c) implement and evaluate a successful, productive citizenship activity (i.e., community service project);
(d) select methods to constructively build esteem in others as well as self;
(e) respect differences and work well with individuals from diverse backgrounds and philosophies; and
(f) utilize multiple communication methods to complete a class project. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Rules 10.54.8034 through 10.54.8039 reserved

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CONTENT AND PERFORMANCE STANDARDS 10.54.8043

10.54.8040 CAREER AND VOCATIONAL/TECHNICAL EDUCATION
CONTENT STANDARD 4 (1) To satisfy the requirements of career
and vocational/technical education content standard 4, a
student must acquire and demonstrate current technical skills
leading to an occupation. (History: Sec. 20-2-114, MCA; IMP,
Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953,
Eff. 6/8/01.)

10.54.8041 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL
EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 1 (1) The
benchmark for career and vocational/technical education
content standard 4 for a student at the end of benchmark 1 (by
the end of 8th grade) is the ability to:

- (a) identify appropriate technical skills required for
selected occupation;
- (b) practice safe and appropriate use of technology;
- (c) identify and use the appropriate tools and equipment
for the task;
- (d) identify and demonstrate appropriate care of
technological tools; and
- (e) follow basic technical instruction. (History: Sec.
20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA;
NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8042 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL
EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 2 (1) The
benchmark for career and vocational/technical education

content standard 4 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

(a) practice technical skills and procedures required for an occupation;

(b) practice safe and appropriate use of technology;

(c) select the appropriate tools, equipment, and procedures for the task;

(d) manage and maintain technological tools and follow troubleshooting protocol; and

(e) apply technical information to a variety of sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8043 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 3 (concentrators) is the ability to:

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10.54.8043 BOARD OF PUBLIC EDUCATION

(a) master the technical skills required for an entry level job or advanced training;

(b) practice safe and appropriate use of technology;

(c) master tools and equipment needed for an entry level job or advanced training;

(d) manage and maintain technological systems and follow troubleshooting protocol; and

(e) adapt technical information generated from a variety of technical sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Rules 10.54.8044 through 10.54.8049 reserved

environment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8053 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 3 (concentrators) is the ability to:

(a) transfer academic and technical skills to the level of industry standards;

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10.54.8053 BOARD OF PUBLIC EDUCATION

(b) evaluate and/or design components of a business plan;

(c) demonstrate decision-making and problem-solving skills; and

(d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Rules 10.54.8054 through 10.54.8086 reserved

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6/30/01 ADMINISTRATIVE RULES OF MONTANA
CONTENT AND PERFORMANCE STANDARDS 10.54.8089

10.54.8087 ADVANCED CAREER AND VOCATIONAL/TECHNICAL
EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

- (a) consistently and independently demonstrates the skills needed to research a career and identify a life goal;
- (b) consistently identifies and uses all available resources;
- (c) consistently demonstrates the skills needed to become a successful, productive citizen;
- (d) consistently identifies and uses technical skills, tools, and equipment for a task; and
- (e) consistently and independently applies appropriate equipment and processes to a classroom project. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8088 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL
EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

- (a) demonstrates the skills needed to research a career and identify a life goal;
- (b) identifies all available resources;
- (c) usually recognizes the skills needed to become a successful, productive citizen;
- (d) usually identifies and uses technical skills, tools, and equipment for a task; and
- (e) usually applies appropriate equipment and processes to a classroom project. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8089 NEARING PROFICIENCY CAREER AND
VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END
OF BENCHMARK 1 (1) An eighth-grade student at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

- (a) usually demonstrates the skills needed to research a career and, with guidance, identifies a life goal;
- (b) usually identifies all available resources;

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10.54.8090 BOARD OF PUBLIC EDUCATION

- (c) sometimes identifies the skills needed to become a successful, productive citizen;
- (d) sometimes identifies and uses technical skills, tools, and equipment for a task; and
- (e) with assistance, applies appropriate equipment and processes to a classroom project. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8090 NOVICE CAREER AND VOCATIONAL/TECHNICAL
EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

- (a) sometimes demonstrates the skills needed to research a career, but has difficulty identifying a life goal;
- (b) sometimes identifies all available resources;
- (c) rarely identifies the skills needed to become a successful, productive citizen;
- (d) seldom identifies and uses technical skills, tools, and equipment for a task; and
- (e) with difficulty, applies appropriate equipment and processes to a classroom project. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8091 ADVANCED CAREER AND VOCATIONAL/TECHNICAL
EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the advanced level demonstrates superior performance. He/she:

- (a) clearly utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
- (b) consistently uses resources and applies principles of resource management;
- (c) consistently demonstrates leadership and citizenship skills;
- (d) consistently uses and demonstrates advanced technical skills and problem-solving; and
- (e) effectively applies the concepts of an entrepreneur and technical skills to a workplace setting. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

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CONTENT AND PERFORMANCE STANDARDS

10.54.8094

10.54.8092 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the proficient level demonstrates solid academic performance. He/she:

(a) usually utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;

(b) usually uses resources and applies basic principles of resource management;

(c) usually demonstrates leadership and citizenship skills in classroom activities;

(d) usually demonstrates advanced technical skills and problem-solving; and

(e) applies the concepts of an entrepreneur and technical skills to a workplace setting. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8093 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the nearing proficiency level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

(a) sometimes locates local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;

(b) sometimes uses resources and applies principles of resource management;

(c) sometimes demonstrates leadership and citizenship skills in classroom activities;

(d) sometimes demonstrates advanced technical skills and problem-solving; and

(e) sometimes applies the concepts of an entrepreneur and technical skills to a workplace setting. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8094 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2 (1) A high school student completing one course in career and vocational/technical education at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency in career and vocational/technical education. He/she:

(a) with assistance, finds local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;

(b) with assistance, uses resources and applies principles of resource management;

(c) rarely demonstrates leadership and citizenship skills;

(d) rarely demonstrates advanced technical skills and problem-solving; and

(e) rarely applies the concepts of an entrepreneur and technical skills to a workplace setting. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8095 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

(a) purposefully develops and evaluates career and life plans that include work experience;

(b) consistently manages and evaluates resource use;

(c) readily assumes leadership roles and is a productive citizen;

(d) masters current technical skills, tools, and equipment for an entry level job or advanced training; and

(e) independently transfers academic and technical skills to practical experience related to his/her career and life plans. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8096 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

(a) completes career and life plans that include work experience;

(b) manages and evaluates resource use;

(c) accepts leadership roles and is a productive citizen;

(d) demonstrates current technical skills, tools, and equipment for an entry level job or advanced training; and

(e) often transfers academic and technical skills to practical experience related to his/her career and life plans. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8097 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3

(1) A graduating student and vocational concentrator at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

(a) develops partial career and/or life plans that include work experience;

(b) sometimes manages and evaluates resource use;

(c) sometimes assumes leadership roles and is a productive citizen;

(d) sometimes demonstrates current technical skills, tools, and equipment for an entry level job or advanced training; and

(e) with assistance, transfers academic and technical skills to practical experience related to his/her career and/or life plans. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8098 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3

(1) A graduating student and vocational concentrator at the novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

(a) rarely develops complete career and/or life plans;

(b) seldom manages and evaluates resource use;

(c) rarely assumes leadership roles and is a productive citizen;

(d) has difficulty with current technical skills, tools, and equipment for an entry level job or advanced training; and

(e) struggles to transfer academic and technical skills to practical experience related to his/her career and/or life plans. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Sub-Chapters 81 through 84 Reserved

Sub-Chapter 85

World Languages Content and Performance Standards

10.54.8501 through 10.54.8509 reserved

10.54.8510 WORLD LANGUAGES CONTENT STANDARD 1 (1) To satisfy the requirements of world languages content standard 1, a student must engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8511 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 1 is the ability to:

- (a) express feelings, likes, and dislikes;
- (b) respond in one-on-one interactions;
- (c) create simple descriptions of people and things within a context;
- (d) express agreement and disagreement; and
- (e) express basic needs. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8512 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 2 is the ability to:

- (a) qualify feelings, likes, and dislikes;
- (b) exchange information using appropriate gestures;
- (c) create detailed descriptions within a context;
- (d) describe a problem and suggest and recommend solutions; and
- (e) elaborate on needs and interact in basic survival situations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8513 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 3 is the ability to:

- (a) exchange personal ideas and support them;

- (b) initiate, sustain, and conclude conversations appropriate to the setting on a variety of topics;
- (c) create more elaborate descriptions and add opinions;
- (d) collaborate and compromise to develop, propose, and negotiate solutions; and
- (e) manage unforeseen situations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8514 through 10.54.8519 reserved

10.54.8520 WORLD LANGUAGES CONTENT STANDARD 2 (1) To satisfy the requirements of world languages content standard 2, a student must understand and interpret spoken and/or written language on a variety of topics. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8521 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 1 is the ability to:

- (a) identify people and objects using aural, visual, and contextual cues;
- (b) comprehend and respond appropriately to simple oral and written communications; and
- (c) read and respond to developmentally appropriate material and identify the main idea. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8522 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 2 is the ability to:

- (a) respond appropriately to complex aural, visual, written, or contextual cues;
- (b) comprehend and respond appropriately to complex oral and written communications; and
- (c) interpret the main idea and significant details from authentic materials and literary samples. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8523 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 3 is the ability to:

(a) analyze information based on complex aural, visual, written, or contextual cues;

(b) comprehend and respond appropriately to oral and written communications intended for native speakers; and

(c) interpret and analyze relationships, sequences, mood, cause and effect, and applied meaning in authentic materials and literary samples. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8524 through 10.54.8529 reserved

10.54.8530 WORLD LANGUAGES CONTENT STANDARD 3 (1) To satisfy the requirements of world languages content standard 3, a student must convey information, concepts, and ideas to listeners and/or readers for a variety of purposes. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8531 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 1 is the ability to:

(a) give directions, commands, and instructions;

(b) give a description orally and/or in writing using simple phrases;

(c) write a personal communication (e.g., note, letter, invitation); and

(d) summarize main idea of selected authentic and/or contextualized material. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8532 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 2 is the ability to:

(a) explain a process based on prior knowledge and/or experience;

(b) give a description orally and/or in writing using complex sentences;

(c) produce formal and informal written and/or oral communication; and

(d) interpret information from authentic material for an audience. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8533 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 3 is the ability to:

(a) explain a complex process incorporating detailed instructions;

(b) give a description orally and in writing using complex, detailed paragraphs;

(c) produce a written sample to convey a mood, implied meaning, or abstract idea; and

(d) create an analysis of authentic media or literary samples and present it to an audience. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8534 through 10.54.8539 reserved

10.54.8540 WORLD LANGUAGES CONTENT STANDARD 4 (1) To satisfy the requirements of world languages content standard 4, a student must demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8541 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 1 is the ability to:

(a) identify significant cultural perspectives and practices;

(b) recognize and interpret language and behaviors that reflect the culture;

(c) identify objects, images, symbols, products, and other contributions of the culture; and

(d) identify the expressive forms of the culture (e.g., art, architecture, music, dance). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8542 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 2 is the ability to:

(a) describe cultural characteristics and behaviors of everyday life (e.g., social and geographic factors);

(b) produce language and behaviors appropriate to the culture;

(c) explain objects, images, symbols, products, and other contributions of the culture; and

(d) describe and discuss the expressive forms of the culture (e.g., art, architecture, music, dance). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8543 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 3 is the ability to:

(a) analyze the development of different cultural practices (e.g., social and geographic factors);

(b) apply language and behaviors that reflect the culture in an authentic situation;

(c) analyze and evaluate the cultural significance of objects, images, symbols, products, and other contributions of the culture; and

(d) analyze and evaluate the expressive forms of the culture (e.g., art, architecture, music, dance). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8544 through 10.54.8549 reserved

10.54.8550 WORLD LANGUAGES CONTENT STANDARD 5 (1) To satisfy the requirements of world languages content standard 5, a student must reinforce and increase his/her knowledge of other disciplines through world languages. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8551 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 1 is the ability to:

(a) identify and apply, within a familiar context, information and skills shared by the language classroom and other disciplines; and

(b) identify, through world language resources, information for use in other disciplines. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8552 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 2 is the ability to:

(a) transfer and apply, within a designated context, information and skills common to the language classroom and other disciplines; and

(b) analyze information gathered through world language resources for use in other disciplines. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8553 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 3 is the ability to:

(a) apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines; and

(b) locate authentic language resources and synthesize information for use in other disciplines. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8554 through 10.54.8559 reserved

10.54.8560 WORLD LANGUAGES CONTENT STANDARD 6 (1) To satisfy the requirements of world languages content standard 6, a student must acquire information and perspectives through authentic materials in the world languages and within the cultures. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8561 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 1 is the ability to:

(a) gather information from sources intended for native speakers of the language; and

(b) use authentic sources to identify perspectives of world cultures. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8562 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 2 is the ability to:

(a) analyze and apply information from sources intended for native speakers of the language; and

(b) use authentic sources to analyze perspectives of world cultures. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8563 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 3 is the ability to:

(a) acquire and synthesize information from sources intended for native speakers of the language; and

(b) use authentic sources to synthesize perspectives of world cultures. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8564 through 10.54.8569 reserved

10.54.8570 WORLD LANGUAGES CONTENT STANDARD 7 (1) To satisfy the requirements of world languages content standard 7, a student must recognize that different languages use different patterns and apply this knowledge to his/her own language. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8571 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 1 is the ability to:

(a) identify sound patterns of the target language and compare them to the student's own language;

(b) identify structural patterns of the target language;

(c) identify idiomatic expressions of the target language; and

(d) identify connections among languages. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8572 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 2 is the ability to:

(a) apply, within limited contexts, sound patterns of the target language;

(b) apply, within limited contexts, structural patterns of the target language;

(c) compare and contrast idiomatic expressions of the target language and the student's own language; and

(d) explain the changing nature of languages. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8573 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 3 is the ability to:

(a) apply, in a variety of contexts, sound patterns of the target language;

(b) use knowledge of structural patterns in both the target language and the student's own language to communicate effectively;

(c) use idiomatic expressions of the target language in the correct context; and

(d) describe how languages influence each other. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8574 through 10.54.8579 reserved

10.54.8580 WORLD LANGUAGES CONTENT STANDARD 8 (1) To satisfy the requirements of world languages content standard 8, a student must demonstrate understanding of the concept of culture through comparisons of the cultures studied and his/her own. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8581 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 1 is the ability to recognize similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8582 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 2 is the ability to analyze similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8583 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 3 is the ability to:

(a) analyze and explain significance of similarities and differences among target cultures and the student's own culture using evidence from authentic sources; and

(b) use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in target cultures and the student's own culture. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8584 through 10.54.8589 reserved

10.54.8590 WORLD LANGUAGES CONTENT STANDARD 9 (1) To satisfy the requirements of world languages content standard 9, a student must apply language skills and cultural knowledge in daily life. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8591 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 1 is the ability to:

(a) identify the target language in the student's daily life and share that knowledge with others;

(b) locate connections with the target culture through the use of technology, media, and authentic sources; and

(c) locate resources in the community to learn about the target culture. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8592 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 2 is the ability to:

(a) respond to the target language encountered in the student's daily life;

(b) establish connections with the target culture through the use of technology, media, and authentic sources; and

(c) interact with members of the community to research the target culture. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8593 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 3 is the ability to:

(a) interact appropriately in the target language in real-life situations;

(b) maintain connections with the target culture through the use of technology, media, and authentic sources; and

(c) collaborate and use resources in the community to research the target culture. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapter 86

Continuation of World Languages Content
and Performance Standards

10.54.8601 through 10.54.8606 reserved

10.54.8607 ADVANCED WORLD LANGUAGES PERFORMANCE
STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the
end of benchmark 1, at the advanced level of world languages
demonstrates superior performance. He/she:

- (a) initiates conversations, on familiar topics,
comprehensible to a native speaker;
- (b) comprehends and interprets main ideas from authentic
material appropriate for his/her level;
- (c) initiates communication orally and/or in writing for
a variety of purposes and audiences;
- (d) identifies significant cultural contributions of the
target language culture;
- (e) consistently recognizes culturally embedded
behaviors and acts appropriately, within familiar contexts,
target language knowledge and skills, and cultural
understanding;
- (f) eagerly uses authentic resources to identify
culturally relevant information and perspectives;
- (g) identifies sound and structural patterns of the
target language and compares them to his/her first language;
- (h) identifies and compares significant similarities and
differences among target cultures with his/her culture; and
- (i) identifies and expands understanding and information
gained through world language study within and outside the
classroom. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121,
20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff.
10/22/99.)

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10.54.8608 PROFICIENT WORLD LANGUAGES PERFORMANCE
STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the
end of benchmark 1, at the proficient level of world languages
demonstrates solid academic performance. He/she:

(a) initiates exchanges of simple information (e.g.,
likes and dislikes, descriptions, basic needs, familiar
topics);

(b) comprehends main ideas from authentic material
appropriate for his/her level;

(c) communicates orally and/or in writing for an
assigned purpose and audience;

(d) identifies some significant cultural contributions
of the target language culture;

(e) identifies, within familiar contexts, target
language information and skills;

(f) uses authentic resources to recognize some cultural
information and perspectives;

(g) recognizes sound and structural patterns of the
target language and makes connections to his/her first
language;

(h) identifies similarities and differences among target
cultures with his/her culture; and

(i) identifies language and culture connections within
and outside the classroom. (History: Sec. 20-2-114, MCA; IMP,
Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440,
Eff. 10/22/99.)

10.54.8609 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

(a) exchanges simple information, with prompting, (e.g., likes and dislikes, basic needs, familiar topics);

(b) responds to repeated oral and/or written material appropriate for his/her level;

(c) communicates orally and/or in writing in limited situations;

(d) recognizes obvious cultural contributions of the target language culture;

(e) sometimes identifies, within familiar contexts, target language information and skills;

(f) uses, with assistance, authentic resources to recognize some cultural information and perspectives;

(g) sometimes recognizes sound and structural patterns of the target language and, with assistance, makes connections to his/her first language;

(h) identifies some similarities and differences among target cultures with his/her culture; and

(i) identifies, with assistance, some language and culture connections within and outside the classroom. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8610 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

(a) exchanges basic information, with prompting, (e.g., likes and dislikes, basic needs);

(b) responds to some oral and/or written cues;

(c) attempts limited oral and/or written communication;

(d) recognizes, with assistance, obvious cultural contributions of the target language culture;

(e) seldom identifies, in any context, target language information and skills;

(f) has difficulty using authentic resources to recognize cultural information;

(g) seldom recognizes sound and structural patterns of the target language;

(h) identifies, with assistance, some similarities and differences among target cultures with his/her culture; and

(i) seldom recognizes language and culture connections. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8611 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the advanced level of world languages demonstrates superior performance. He/she:

(a) initiates and sustains conversations, on a variety of topics, comprehensible to a native speaker;

(b) consistently comprehends and interprets main ideas and supporting details from authentic material above his/her level;

(c) independently and routinely communicates verbally and/or in writing and easily elaborates on familiar topics in a variety of situations;

(d) analyzes and describes, in detail, significant cultural contributions of the target language culture;

(e) consistently analyzes and applies target language information and skills to other contexts;

(f) thoroughly examines and applies information and perspectives of world cultures using authentic sources;

(g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language;

(h) observes, analyzes, and explains significant similarities and differences among target cultures with his/her culture; and

(i) enhances classroom activities by independently seeking new information and illustrating language and culture connections. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8612 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the proficient level of world languages demonstrates solid academic performance. He/she:

(a) exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at normal speed;

(b) comprehends and interprets main ideas from authentic material appropriate for his/her level;

(c) communicates verbally and/or in writing and elaborates on familiar topics in survival situations;

(d) describes significant cultural contributions of the target language culture;

(e) analyzes and applies target language information and skills to designated contexts and other disciplines;

(f) investigates and applies information and perspectives of world cultures using authentic sources;

(g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language;

(h) observes and describes significant similarities and differences among target cultures with his/her culture; and

(i) contributes to classroom activities by finding and sharing language and culture connections. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8613 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

(a) often exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at near-normal speed;

(b) identifies main ideas from material appropriate for his/her level;

(c) communicates verbally and/or in writing and sometimes elaborates on familiar topics in survival situations;

(d) describes some significant cultural contributions of the target language culture;

(e) applies limited target language information to other disciplines;

(f) investigates and applies information and common perspectives of world cultures;

(g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, but has difficulty comparing target language to his/her first language;

(h) provides limited explanation of similarities and differences among target cultures with his/her culture; and

(i) sometimes contributes to classroom activities by finding and sharing language and culture connections. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8614 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

(a) exchanges predictable information verbally and/or in writing, and relies on questions or prompts to produce understandable language;

(b) identifies main ideas from familiar material appropriate for his/her level;

(c) describes familiar topics, but rarely elaborates on these topics in survival situations;

(d) describes some significant cultural contributions of the target language culture;

(e) seldom applies limited target language information to other disciplines;

(f) has difficulty applying information of world cultures;

(g) seldom applies, even in limited contexts, sound and structural patterns or idiomatic expressions of the target language to his/her first language;

(h) has difficulty identifying similarities and differences among target cultures with his/her culture; and

(i) rarely contributes to classroom activities.
(History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8615 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the advanced level of world languages demonstrates superior performance. He/she:

(a) confidently initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;

(b) comprehends and responds to oral and/or written communication intended for a native speaker;

(c) adeptly uses a variety of language strategies to convey meaning in the target language;

(d) thoroughly analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;

(e) integrates and consistently applies information and skills to familiar and unfamiliar contexts;

(f) independently acquires and integrates world cultures perspectives from authentic sources, and communicates new understanding;

(g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;

(h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and

(i) independently and enthusiastically extends classroom learning by seeking out language and culture connections and thoroughly communicating his/her findings. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8616 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the proficient level of world languages demonstrates solid academic performance. He/she:

(a) initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;

(b) comprehends and responds to oral and/or written communication intended for a native speaker;

(c) consistently uses a variety of language strategies to convey meaning in the target language;

(d) analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;

(e) integrates information from authentic sources and applies that information and skills to familiar and unfamiliar contexts;

(f) acquires and integrates world cultures information and perspectives from authentic sources;

(g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;

(h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and

(i) extends classroom learning by seeking out language and culture connections and by communicating his/her findings. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8617 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

(a) initiates, sustains, and concludes limited conversations comprehensible to a native speaker accustomed to non-native speakers;

(b) usually comprehends and responds to oral and/or written communication intended for a native speaker;

(c) uses some language strategies to convey meaning in the target language;

(d) identifies and analyzes significant cultural contributions, but needs assistance to effectively interact in authentic situations;

(e) sometimes integrates information from authentic sources and applies the information and skills to familiar contexts;

(f) acquires and integrates world cultures information and perspectives from authentic sources;

(g) applies, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language;

(h) explains significant similarities and differences among target cultures, but has difficulty interacting effectively; and

(i) sometimes extends classroom learning by locating and sharing language and culture connections. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8618 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

(a) engages in limited conversations;

(b) usually comprehends and responds to familiar oral and/or written material;

(c) seldom uses language strategies to convey meaning in the target language;

(d) identifies significant cultural contributions, but seldom interacts in authentic situations;

(e) sometimes integrates predictable information from authentic sources but has difficulty applying the information;

(f) sometimes acquires, but seldom integrates world cultures information or perspectives from authentic sources;

(g) recognizes, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language;

(h) explains predictable similarities and differences among target cultures and seldom interacts effectively; and

(i) rarely makes language and culture connections to extend classroom learning. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Sub-Chapters 87 through 94 Reserved

Sub-Chapter 95

Workplace Competencies Content and Performance Standards

10.54.9501 through 10.54.9509 reserved

10.54.9510 WORKPLACE COMPETENCIES CONTENT STANDARD 1

(1) To satisfy the requirements of workplace competencies content standard 1, a student must identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9511 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 4 is the ability to:

- (a) manage time effectively (e.g., assignment notebook, calendar);
- (b) use basic monetary skills;
- (c) acquire, store, allocate, and use materials or space (e.g., supplies, notebook); and
- (d) manage personal resources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9512 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 8 is the ability to:

- (a) create and manage plans/schedules with specific timelines that take into account constraints, priorities, and goals;
- (b) practice maintaining personal financial records;
- (c) acquire, store, allocate, and use materials or space; and
- (d) manage personal and team resources to achieve personal and team goals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9513 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for workplace competencies content standard 1 for a student upon graduation is the ability to:

(a) select goal-relevant activities, rank them, allocate time, and prepare and follow schedules;

(b) use or prepare budgets, make forecasts, keep records, make adjustments to meet objectives, and evaluate financial records;

(c) allocate and evaluate time, materials, facilities, and resources to set and achieve goals; and

(d) assess skills and distribute work accordingly, evaluate performance, and provide feedback toward the accomplishment of personal and team goals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9514 through 10.54.9519 reserved

10.54.9520 WORKPLACE COMPETENCIES CONTENT STANDARD 2

(1) To satisfy the requirements of workplace competencies content standard 2, a student must acquire and demonstrate interpersonal workplace skills. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9521 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 4 is the ability to:

(a) practice one's role as an active and cooperative team player while recognizing individual differences and cultural diversity (e.g., be accountable for one's actions);

(b) demonstrate a learned skill to peers (e.g., give a "how to" demonstration);

(c) identify and practice leadership skills (e.g., team leader, class officer, class job);

(d) identify and practice negotiation skills and conflict resolution in structured situations; and

(e) practice basic customer and electronic etiquette (e.g., roleplay, order from a menu, appropriate e-mail language). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9522 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 8 is the ability to:

(a) use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills);

(b) demonstrate a learned skill and teach others;

(c) demonstrate leadership skills by making positive use of rules, regulations, and policies of schools and community;

(d) work toward agreements that include exchanging specific resources or resolving divergent interests in structured and unstructured situations; and

(e) practice positive interpersonal communication skills (e.g., customer service, electronic etiquette, community service project). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9523 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for workplace competencies content standard 2 for a student upon graduation is the ability to:

(a) practice various roles required as a member of an effective team while recognizing individual differences and cultural diversity;

(b) demonstrate and teach a learned skill including performance evaluation of self and others in this process;

(c) communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies;

(d) practice and evaluate negotiating process including researching, goal setting, presenting, listening, clarifying, adjusting, and compromising; and

(e) practice and evaluate positive service skills (e.g., resolving misunderstandings, consumer complaints). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9524 through 10.54.9529 reserved

10.54.9530 WORKPLACE COMPETENCIES CONTENT STANDARD 3

(1) To satisfy the requirements of workplace competencies content standard 3, a student must acquire and use workplace information. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9531 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 4 is the ability to:

(a) identify a variety of sources that provide workplace information;

(b) organize information using systematic methods (e.g., assignment book, alphabetizing, calendar);

(c) use a variety of methods (e.g., oral, written, graphic, pictorial, multimedia) to complete a task; and

(d) access and organize information from print and electronic sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9532 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 8 is the ability to:

(a) identify the need for and obtain data in order to make informed decisions in the workplace;

(b) organize and maintain written or computerized records using systematic methods;

(c) select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and

(d) acquire, organize, communicate, process, and analyze information from print and electronic sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9533 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for workplace competencies content standard 3 for a student upon graduation is the ability to:

(a) gather, compile, and analyze data from a variety of sources and evaluate relevance and accuracy in making informed decisions in the workplace;

(b) organize, process, analyze, and maintain written and computerized records and other forms of information using systematic methods;

(c) select, analyze, and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and

(d) acquire, organize, communicate, process, analyze, and evaluate information from print and electronic sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9534 through 10.54.9539 reserved

10.54.9540 WORKPLACE COMPETENCIES CONTENT STANDARD 4

(1) To satisfy the requirements of workplace competencies content standard 4, a student must demonstrate an understanding of how social, organizational, and technological systems work. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9541 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify components of family, school, and community systems encountered in daily life;

(b) identify and model how components of systems interact (e.g., roleplay, class jobs); and

(c) work within a system (e.g., team, study group, group structure, classroom rules, mechanical model). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9542 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 8 is the ability to:

(a) describe and illustrate a system (e.g., relationships among self, family, school, community);

(b) analyze how a system works (i.e., input, process, output, feedback, performance improvement); and

(c) design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9543 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for workplace competencies content standard 4 for a student upon graduation is the ability to:

(a) evaluate quality and performance of a variety of systems (e.g., impact of technology on production);

(b) practice and analyze principles of successful system management considering external factors and planning for uncontrolled variables (e.g., balance professional and personal lives); and

(c) design, evaluate, and refine a system composed of subsystems (e.g., community service project, peer mediation, web page design). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9544 through 10.54.9549 reserved

10.54.9550 WORKPLACE COMPETENCIES CONTENT STANDARD 5

(1) To satisfy the requirements of workplace competencies content standard 5, a student must work safely with a variety of workplace technologies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9551 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and select information sources using technology;

(b) solve problems both individually and with others;

(c) prevent or identify and solve problems using technology;

(d) discriminate between responsible and irresponsible use of technology; and

(e) identify and demonstrate appropriate care of technological tools. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9552 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 5 for a student at the end of grade 8 is the ability to:

(a) use technology for learning, communications, and productivity;

(b) use technology to observe, analyze, interpret, and draw conclusions;

(c) prevent or identify and solve problems using technology;

(d) acknowledge others' rights and practice responsible use of technology; and

(e) manage and maintain technological tools and follow troubleshooting protocol. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9553 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for workplace competencies content standard 5 for a student upon graduation is the ability to:

(a) choose procedures and technology to complete a task;

(b) create new knowledge by evaluating, combining, and extending information using multiple technologies;

(c) prevent or identify and solve problems using technology;

(d) practice and advocate ethical behavior in the use of technology; and

(e) manage and maintain technological systems and follow troubleshooting protocol. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9554 through 10.54.9559 reserved

10.54.9560 WORKPLACE COMPETENCIES CONTENT STANDARD 6

(1) To satisfy the requirements of workplace competencies content standard 6, a student must acquire and demonstrate skills in life and career planning and workplace readiness. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9561 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 4 is the ability to:

(a) describe how current learning relates to life and career development;

(b) demonstrate positive ways of performing work activities;

(c) describe how decisions affect self and others;

(d) describe various lifetime roles (e.g., friend, student, leader, worker, family member);

(e) explore and discuss a variety of occupational clusters (e.g., health, science) and their contribution to society; and

(f) describe and demonstrate the importance of personal goal setting and planning. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9562 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 8 is the ability to:

(a) identify how the skills taught in school subjects are used in various life roles and occupations;

(b) demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs;

(c) identify possible outcomes and consequences of decisions;

(d) recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure roles;

(e) locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles; and

(f) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative life and career goals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9563 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for workplace competencies content standard 6 for a student upon graduation is the ability to:

(a) describe how skills developed in academic and occupational programs relate to life and career planning;

(b) display workplace readiness skills (e.g., responsibility, sociability, self-management, job-seeking skills);

(c) demonstrate decision making and problem-solving skills;

(d) describe and evaluate life and career choices and the effect on family and lifestyle;

(e) discuss and demonstrate strategies to overcome bias and stereotyping in the workplace; and

(f) develop, evaluate, and adjust life and career plans. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9564 through 10.54.9586 reserved

10.54.9587 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in workplace competencies demonstrates superior performance. He/she:

(a) consistently and effectively applies basic management tools to plan the use of personal resources;

(b) purposefully practices leadership skills and is an effective team member;

(c) consistently locates, organizes, and presents workplace information using a variety of print and electronic sources;

(d) consistently identifies group members and defines their roles within a system;

(e) consistently demonstrates understanding of the overall operations and practices responsible, safe use of appropriate technologies; and

(f) clearly describes various lifetime roles and consistently demonstrates positive ways to perform work activities. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9588 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

(a) applies basic management tools to plan the use of personal resources;

(b) practices leadership skills and is an effective team member;

(c) locates, organizes, and presents workplace information using a variety of print and electronic sources;

(d) identifies group members and defines their roles within a system;

(e) demonstrates understanding of the overall operations and practices responsible, safe use of appropriate technologies; and

(f) describes various lifetime roles and demonstrates positive ways to perform work activities. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9589 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

(a) sometimes applies basic management tools to plan the use of personal resources;

(b) sometimes practices leadership skills and, with assistance, is an effective team member;

(c) locates workplace information from a variety of print and electronic sources, but has difficulty organizing workplace information and is uncomfortable making presentations;

(d) identifies group members and sometimes defines their roles within a system;

(e) demonstrates understanding of some of the basic operations and, with assistance, practices responsible use of appropriate technologies; and

(f) sometimes describes various lifetime roles and, with assistance, demonstrates positive ways to perform work activities. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9590 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

(a) seldom applies basic management tools to plan the use of personal resources;

(b) rarely practices leadership skills, but is sometimes an effective team member;

(c) sometimes locates workplace information from a variety of print and electronic sources, but rarely organizes or presents workplace information;

(d) sometimes identifies group members, but seldom defines their roles within a system;

(e) demonstrates a limited understanding of the basic operations, but seldom practices responsible use of appropriate technologies; and

(f) sometimes describes various lifetime roles, but seldom demonstrates positive ways to perform work activities. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9591 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in workplace competencies demonstrates superior performance. He/she:

(a) consistently selects and uses a variety of tools to practice time, money, and space management;

(b) consistently recognizes and practices workplace skills and effectively uses a variety of leadership styles to cooperatively participate as a team member;

(c) independently uses computers to acquire, organize, process, and analyze information to make informed decisions;

(d) effectively designs, implements, and evaluates a simple system;

(e) uses technological skills effectively to create original work, solve problems, including troubleshooting, and evaluate the results; and

(f) consistently applies personal interests, aptitudes, abilities, and work ethics to daily life and develops strategies to plan life and career goals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9592 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

(a) prepares and works with a variety of tools to practice time, money, and space management;

(b) recognizes and practices workplace skills and uses a variety of leadership styles to cooperatively participate as a team member;

(c) uses computers to acquire, organize, process, and analyze information to make informed decisions;

(d) designs, implements, and evaluates a simple system;

(e) uses technological skills to create original work, solve problems, including troubleshooting, and evaluate the results; and

(f) applies personal interests, aptitudes, abilities, and work ethics to daily life and develops strategies to plan life and career goals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9593 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

(a) sometimes prepares and works with a variety of tools to practice time, money, and space management;

(b) recognizes and practices workplace skills and uses some leadership styles to cooperatively participate as a team member;

(c) uses computers to acquire and organize information, but needs assistance to analyze information and make informed decisions;

(d) sometimes designs and implements a simple system, but has difficulty evaluating system performance;

(e) sometimes uses technological skills to create original work and, with assistance, solve problems, but has difficulty evaluating the results; and

(f) sometimes recognizes how the connections among personal interests, aptitudes, abilities, and work ethics help to plan life and career goals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9594 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

(a) seldom practices or uses a variety of tools to practice time, money, and space management;

(b) recognizes, but has difficulty practicing workplace skills and seldom uses any leadership styles to participate as a team member;

(c) sometimes uses computers to acquire information, but has difficulty organizing and analyzing information;

(d) sometimes designs and implements a simple system, but seldom evaluates system performance;

(e) sometimes, with assistance, uses technological skills to solve problems, but seldom evaluates the results; and

(f) recognizes, but has a limited understanding of how personal interests, aptitudes, abilities, and work ethics help to plan life and career goals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9595 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in workplace competencies demonstrates superior performance. He/she:

(a) independently identifies, organizes, plans, and allocates workplace resources of time, money, human resources, material, and facilities;

(b) consistently practices workplace skills to identify, analyze, and evaluate procedures, policies, and individual team members' strengths;

(c) competently communicates, interprets, and evaluates information;

(d) independently evaluates and redesigns a variety of complex systems to improve system performance;

(e) consistently selects, uses, and evaluates appropriate technologies and troubleshooting protocol in all learning situations; and

(f) purposefully develops, evaluates, and adjusts life and career plans and effectively demonstrates workplace readiness skills. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9596 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

(a) identifies, organizes, plans, and allocates workplace resources of time, money, human resources, material, and facilities;

(b) practices workplace skills to identify, analyze, and evaluate procedures, policies, and individual team members' strengths;

(c) competently communicates, interprets, and evaluates information;

(d) evaluates and redesigns a variety of complex systems to improve system performance;

(e) selects, uses, and evaluates appropriate technologies and troubleshooting protocol in all learning situations; and

(f) develops, evaluates, and adjusts life and career plans and demonstrates workplace readiness skills. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9597 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

(a) sometimes identifies, organizes, and plans workplace resources of time, money, human resources, material, and facilities, but has difficulty allocating these resources effectively;

(b) sometimes practices workplace skills to identify and analyze procedures, policies, and individual team members' strengths and, with assistance, evaluates the results;

(c) communicates basic workplace information and, with assistance, interprets and evaluates basic workplace information;

(d) sometimes evaluates and, with assistance, redesigns a system to improve system performance;

(e) sometimes selects and uses appropriate technologies in learning situations and, with assistance, uses troubleshooting protocol; and

(f) develops life and career plans and, with assistance, evaluates and makes adjustments and demonstrates workplace readiness skills. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9598 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

(a) identifies, but has difficulty organizing, planning, or allocating workplace resources of time, money, human resources, material, and facilities;

(b) seldom practices workplace skills;

(c) seldom communicates, interprets, or evaluates information;

(d) seldom evaluates and has difficulty redesigning a basic system to improve system performance;

(e) seldom selects or uses technologies or troubleshooting protocol in learning situations; and

(f) rarely develops, evaluates, or adjusts life and career plans but, with assistance, demonstrates workplace readiness skills. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)